DOCUMENT RESUME

ED 398 184 SP 036 793

AUTHOR	Haselkorn, David; Fideler, Elizabeth
TITLE	Breaking the Class Ceiling: Paraeducator Pathways to Teaching.
INSTITUTION	Recruiting New Teachers, Inc., Belmont, MA.
SPONS AGENCY	DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
REPORT NO	ISBN-1-884139-03-5
PUB DATE	96
NOTE	304p.
AVAILABLE FROM	Recruiting New Teachers, Inc., 385 Concord Avenue, Belmont, MA 02178 (while supplies last).
PUB TYPE	Books (010) -- Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Career Ladders; College School Cooperation; Educational Change; Elementary Secondary Education; Higher Education; Models; *Paraprofessional School Personnel; Partnerships in Education; *Teacher Aides; *Teacher Education Programs; Teacher Qualifications; *Teacher Recruitment
IDENTIFIERS	*Career Paths; *Diversity (Faculty)

ABSTRACT

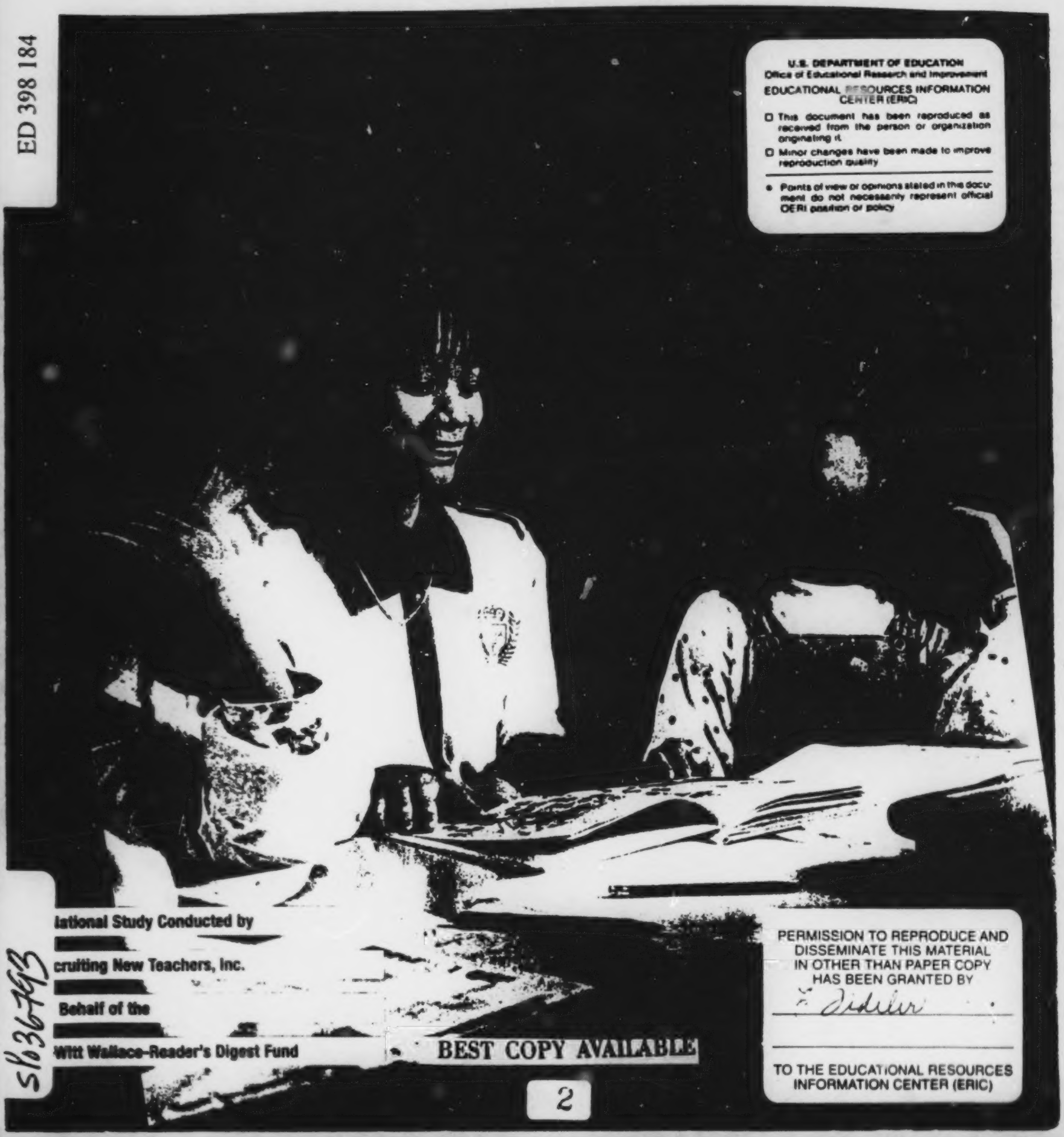
This report examines a grass-roots movement for teacher diversity and development: paraeducator pathways into teaching. The desire to recruit a more diverse pool of teachers for urban schools and critical shortage areas has spurned a renewed interest in paraprofessional career opportunity programs. The 149 paraeducator-to-teacher programs identified in a survey by Recruiting New Teachers are described in terms of program scope and purpose; a profile of participants; overcoming barriers to participation; program models; recruiting, evaluating, and tracing participants; program budget and administration; and outlook. Sources of support for paraeducator-to-teacher programs include foundations, federal and state sponsorship, and teacher unions and paraprofessional associations. The study suggests that the paraeducator-to-teacher programs are an important influence in diversifying the teacher workforce, can be an important link between schools and communities, and can raise skill levels and earning power of their participants. A substantial bibliography is included. The appendices include profiles of nine programs; study methodology; presentation of data from the program survey; strategies to help paraeducators surmount barriers to career advancement; and workshop topics for staff. (ND)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Breaking the Class Ceiling

Paraeducator Pathways to Teaching

ED 398 184



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

lational Study Conducted by
cruiting New Teachers, Inc.
Behalf of the
Witt Wallace-Reader's Digest Fund

SP036793

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
Sidler
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

◀ *Hue Nguyen, Pathways Scholar, Cambridge College*

Breaking the Class Ceiling

Paraeducator Pathways to Teaching

By

David Haselkorn and Elizabeth Fideler

A National Study Conducted by
Recruiting New Teachers, Inc.
On Behalf of the
DeWitt Wallace-Reader's Digest Fund

Acknowledgments

Recruiting New Teachers, Inc. gratefully acknowledges the support of the DeWitt Wallace-Reader's Digest Fund's Pathways to Teaching Careers Program for this project. In particular, the study benefited greatly from the insights, perspectives, and experience of Dr. Mildred J. Hudson, the Fund's program officer for the Pathways program.

The authors also wish to thank the dozens of project directors, paraeducators, college/university faculty and administrators, classroom teachers and school administrators, state and federal education agency officials, union representatives, and other education professionals for sharing information, stories, dreams, and ideas with us. Without their assistance and cooperation, this study would not have been possible.

David Haselkorn, President
Elizabeth Fideler, Director of Policy
Recruiting New Teachers, Inc.

ISBN 1-884139-03-5

Copyright © 1996 by
Recruiting New Teachers, Inc.
385 Concord Avenue
Belmont, MA 02178
(617) 489-6000

Brief quotations from this report may be reproduced without restriction, provided that acknowledgment is given as follows:

Breaking the Class Ceiling:
Paraeducator Pathways to Teaching
By David Haselkorn and
Elizabeth Fideler
A National Study Conducted by
Recruiting New Teachers, Inc.
On Behalf of the DeWitt Wallace-
Reader's Digest Fund

Additional copies of *Breaking the Class Ceiling: Paraeducator Pathways to Teaching* are available from Recruiting New Teachers, Inc. Please see inside back cover for ordering information.

Sponsors of the Study

The DeWitt Wallace-Reader's Digest Fund

The DeWitt Wallace-Reader's Digest Fund invests in programs designed to foster fundamental improvement in the quality of educational and career development opportunities for all school-age youth and increase access to these improved services for young people in low-income communities. From 1990 through 1995, the Fund's grant commitments exceeded $317 million.

The recruitment, professional renewal, and recognition of teachers is a priority for the Fund. Its Pathways to Teaching Careers Program is designed to increase the numbers of teachers, especially minorities, working in public schools. The program recruits teachers from a number of pools: paraprofessionals and noncertified teachers already working in schools, and other adults from nontraditional backgrounds, such as returned Peace Corps volunteers. These individuals receive scholarship aid to attend participating colleges and earn their certification. The program also encourages undergraduates at liberal arts colleges to investigate teaching as a career and exposes young people in middle schools and high schools to the profession.

Recruiting New Teachers, Inc.

Recruiting New Teachers, Inc., a nonprofit organization founded in 1986, grew out of education and business leaders' concern that a projected teacher shortage would leave America's classrooms without qualified instructors. The organization aims to raise esteem (and thereby public support) for the teaching profession and attract new candidates to teaching careers by portraying the profession as one of influence and power through public service ads and other outreach programs. RNT's "Reach for the Power: Teach." and "Be a Teacher. Be a Hero." public service advertising campaigns have attracted more than $200 million in donated advertising and generated nearly one million inquiries from prospective teachers—making RNT the most successful sustained direct response campaign in Ad Council history. Recently, RNT has also begun to serve an important role in the policy arena as a catalyst and convener around issues of human resource development in education, and as the originator of praxis-oriented policy research that addresses gaps in the knowledge base for teacher recruitment and development, and encourages improved policy and practice.

List of Advisory Board Members

National Advisory Board Members

*Dr. Gwendolyn Baker	President, U.S. Committee for UNICEF
Dr. Thomas Buttery	President, Association of Teacher Educators (ATE)
Dr. Michael Casserly	Executive Director, Council of the Great City Schools
*Dr. Linda Darling-Hammond	Professor of Education, Teachers College/Columbia University
Dr. Mary Diez	Education Chair, Alverno College
*Ms. Therese K. Dozier	Special Advisor to the Secretary, U.S. Department of Education
Ms. Patricia Dyer	Project Director, Office of Teaching, New York State Education Department
Ms. Alma Exley	(Deceased) Program Manager, Teaching Opportunities for Paraprofessionals Program (TOP), Connecticut State Department of Education
Dr. Berta Gonzalez	Associate Dean, College of Education, California State University/Fresno
*Mr. Louis Harris	Chairman, LH Research, Inc.
Dr. Edwin Lamar Haynes	Director, Center for Revitalization of Urban Education, National Education Association
Dr. Guilbert Hentschke	Dean, School of Education, University of Southern California
Dr. Alice Houston	Director of Human Resources & Development, Seattle Public Schools
Dr. Mildred J. Hudson *ex officio*	Program Officer, Pathways to Teaching Careers Program, DeWitt Wallace-Reader's Digest Fund
Dr. David Imig	Executive Director, American Association of Colleges for Teacher Education
Dr. Yolanda R. Ingle	Director of Alumni Relations, University of Texas/El Paso
Mr. George R. Kaplan	Education Writer
Dr. Reynaldo F. Macias	Director, Linguistic Minority Research Institute, University of California/Santa Barbara
Ms. Anna Lou Pickett	Executive Director, National Resource Center for Paraprofessionals in Education & Related Services, City University of New York
Dr. David R. Pierce	President, American Association of Community Colleges
Ms. Katrina Reed	Associate Superintendent for Human Resources, Minneapolis Public Schools
Dr. Philip Rusche	Dean, College of Education, University of Toledo
Dr. Joan Baratz-Snowden	Deputy Director, Educational Issues Department, American Federation of Teachers
Dr. Adam Urbanski	President, Rochester Teachers Association
Dr. Richard White	Associate Professor, University of North Carolina/Charlotte
Ms. Sandra Wiesmann	Director of Field Services, American Federation of Teachers
Dr. Elaine Witty	Dean of Education, Norfolk State University

**Recruiting New Teachers, Inc. Board of Directors*

Foreword

Breaking the Class Ceiling is an examination of the many paraeducator-to-teacher programs around the country that are enabling thousands of talented and experienced men and women to capitalize on their classroom experience and make the transition to full-time teaching.

Our support for this study is an outgrowth of the Fund's efforts over the past several years to recruit teachers from nontraditional sources to work in public schools, particularly in poor urban and rural areas. In addition to paraprofessionals, the DeWitt Wallace-Reader's Digest Fund's Pathways to Teaching Careers Program targets noncertified teachers, returned Peace Corps volunteers, individuals considering mid-career changes, undergraduate liberal arts majors, and middle and high school students who are open to the possibility of teaching careers.

The program, which represents a $40 million investment, is currently operating in 43 colleges and universities nationwide. To date, some 2,200 Pathways Scholars have been able to pursue college degrees and teaching certification. The full impact of these programs and their potential impact to improve teaching and learning in America's schools will be examined through a national evaluation currently under way.

Already, though, there is evidence that what began as a straightforward attempt to address some of the urgent teacher supply-and-demand challenges facing our nation's schools is having a dramatic effect on the lives of the people it is recruiting. Once only able to play a support role in schools, these new teachers are taking on their assignments with the knowledge that they've been empowered to make a difference. At a time when our country needs to mobilize all its resources to meet the challenges of the twenty-first century, we can think of no greater power to unleash in the classroom.

George V. Grune, Chairman
M. Christine DeVita, President
DeWitt Wallace-Reader's Digest Fund

Contents

Part I Introduction 1

Part II Who Are Paraeducators and What Are Their Roles? 7

Part III Findings of the Program Survey 21

- Program Scope and Purpose 23
- A Profile of Participants 32
- Overcoming Barriers to Participation 40
- Program Models 49
- Recruiting, Evaluating, and Tracking Participants 58
- Program Budgets and Administration 64
- Outlook 69

Part IV Sources of Support 79

- Foundation Sponsorship 81
- Federal Sponsorship 92
- State Sponsorship 98
- Teacher Union and Paraprofessional Association Sponsorship 111

Part V Conclusion 115

Part VI Bibliography 123

Appendices 131

A Program Profiles 132

- **A-1** Navajo Nation/Ford Teacher Education Program 133
- **A-2** Latino Teacher Project/University of Southern California and Partners 157
- **A-3** Teaching Opportunities for Paraprofessionals/State of Connecticut 175
- **A-4** Career Training Program/New York City 186
- **A-5** North Carolina Model Teacher Education Consortium 197
- **A-6** Programs to Prepare Bilingual Teacher Aides as Special Educators/Northeastern Illinois University 211
- **A-7** Teacher Track Project/California State University/Fullerton 217
- **A-8** Milwaukee Pathways to Teaching Careers Program/Alverno College and the University of Wisconsin/Milwaukee, and the Educational Assistant Degree Completion Program/Alverno College 225
- **A-9** Tomorrow's New Teachers, Pathways to Teaching Careers Program/Cleveland State University 237

B Methodology 247

C Presentation of Data from Program Survey 249

D Strategies to Help Paraeducators Surmount Barriers to Career Advancement 257

E Workshop Topics for Staff 259

F Additional Recommendations 261

G Program Directory 265

Index 287

Part I

Introduction

30
10
DA
MONDA

◀ *Bruce Clark, Pathways*
Scholar, Cambridge College

Introduction

This study is the third in a series of linked reports on the future of teaching in America. *State Policies to Improve the Teacher Workforce: Shaping the Profession That Shapes America's Future* (RNT 1993) spelled out steps that states could take to foster a more systemic approach to teacher recruitment and development. *Teaching's Next Generation* (RNT 1993) chronicled the development of precollegiate teacher recruitment programs—the burgeoning "grow your own" teacher movement that has arisen largely in response to persistent shortages of qualified minority teachers. The present study charts an equally promising grass-roots teacher diversity and development movement—paraeducator pathways into teaching.

Today, just 13% of all current teachers are persons of color, while nearly one third of their students are of color. Of course, all teachers must have the knowledge, skills, and dispositions to meet the needs of all their students. However, in a society that is increasingly multiethnic and multicultural in makeup, we need to expand our efforts to recruit and prepare a more diverse pool of prospective teachers.

In this regard, the nation's nearly 500,000 paraeducators represent a promising source of prospective new teachers, at once more representative of and more rooted in the communities in which they serve. Our research suggests that well-prepared paraeducator-to-teacher program graduates bring a wealth of community and student knowledge to their practice—perspectives sorely needed in classrooms today.

They know their students well and are committed to their success. They know the neighborhoods, families, and social/cultural infrastructure that make up their school's community. Many have been serving as auxiliaries in bilingual, special education, and Chapter 1 classrooms for years, and bring substantial craft-based knowledge with them as "working capital" for their development of professional practice.

The best of the programs we visited modeled the kinds of powerful learning, critical thinking, and value-added student development we want for *all* our students. Some incorporated innovative performance-based assessment regimes, portfolios, and exhibitions; others possessed additional distinctive features, such as: cooperative learning, cohort development, high standards, parent and community involvement, reflective practice, and more. Virtually all embodied lifelong learning at their core, a characteristic that educators and politicians alike advocate as a centerpiece of twenty-first century education reform.

Furthermore, teacher educators and policymakers are increasingly endorsing the concept of a career-long continuum as part of a new paradigm for the development of a professional teacher. Paraeducator-to-teacher programs are prime examples of that continuum in action—fostering stronger school/college collaboration, improved induction into teaching, and more graduated assumption of teaching roles as knowledge and skills are honed.

As important, in the midst of a heated national debate over affirmative action, these programs demonstrate a transformative individual and social calculus that has significance stretching far beyond the arena of teacher preparation. Simply put, the individual paraprofessionals these programs invest in will repay that investment manyfold: via the impact on the children they'll teach for years to come; with enhanced contributions to their own families and communities; and through their enrichment of America's human capital base overall. The paraprofessionals profiled in the following pages are America's true best and brightest, for daily they serve the children America sometimes seems to love least—the poor and the homeless; those struggling to learn the customs and language of a new land; and those with disabilities who depend upon these paraprofessionals' helping hands.

The 149 programs we identified nationwide give paraeducators the tools to reach them and teach them—and in the process to reach higher themselves as individuals, community members, and professionals. In a very real sense, these programs *break the class ceiling*—the defined roles of classroom authority that limit paraeducators' developing expertise and advancement; the invisible ceiling of opportunity that keeps far too many talented individuals in low-wage jobs; the subtle barriers to achievement which limit the potential (and contributions) of tens of thousands of Americans—at a time when the nation can't afford to waste a single individual or not develop its people's skills to the utmost.

▼

In a very real sense, these programs *break the class ceiling*—the subtle barriers to achievement which limit the potential (and contributions) of tens of thousands of Americans—at a time when the nation can't afford to waste a single individual or not develop its people's skills to the utmost.

There are, of course, no magic bullets in school reform, given the myriad challenges facing America and her schools. However, we believe the paraeducator-to-teacher programs presented in this study hold significant promise for creating a more qualified, diverse, and culturally responsive teaching force.

- First, they expand the pool of potential teachers from underrepresented groups;
  - Seventy-seven percent of the more than 9,000 current participants identified in our survey are prospective teachers of color.
- Second, they bring mature individuals with extensive classroom experience into the professional ranks, especially in critical-need areas, such as special education and bilingual education;
  - Over 9,300 of their graduates have already entered teaching.

- Third, they have far lower rates of attrition than many traditional teacher education programs;
  - Paraeducator programs attract highly motivated individuals already familiar with challenging classroom environments and provide them with the tuition assistance, academic advisement, and support they need to succeed in challenging collegiate programs.
- Fourth, they model a value-added approach to education sorely needed in the profession today;
  - Most "take their students from where they are to where they need to be" in order to meet new professional standards.
- Fifth, they demonstrate the efficacy of second chances in an era of "high stakes" reform;
  - They bet on participants' capacity for both individual growth and greater societal contribution, a true "win-win" proposition.
- Sixth, they foster high expectations for K-12 students in their graduates;
  - Participating paraeducators internalize a commitment to doing what it takes to help their future students set high goals and achieve them.
- Seventh, paraeducator-to-teacher programs strengthen the connections among classrooms, colleges, and communities;
  - In so doing, they make higher education more accessible, more affordable, and more relevant to the demands of contemporary classroom life.
- Eighth, they help dispel the myth that "teachers are born and not made";
  - They provide lessons for improved teacher recruitment and development practices based upon organized effort, commitment, lengthy classroom experience, and a strong underpinning in the knowledge base of teaching and learning.
- Ninth, they affirm, powerfully and palpably, the positive impact that educational and workplace opportunity programs can have on individuals and society as a whole;
  - It's unlikely that absent such helping-hand programs these paraeducators could achieve as large a share of the American dream or contribute as much to shaping America's future.

These then are hopeful stories of promise and possibility. Stories of communities, colleges, school districts, unions, and foundations around the country that are maximizing the human potential that exists today in our schools. Stories of individual struggle, dedication, contribution, and triumph. These are parables of progress for a society for whom the torchlight of opportunity must never be allowed to dim.

Like its predecessor, *Teaching's Next Generation*, this study has been made possible by the generous support of the DeWitt Wallace-Reader's Digest Fund's Pathways to Teaching Careers Program. While we gratefully acknowledge the Fund's support, the views expressed in this study are RNT's alone, save for the voices of those involved in paraeducator-to-teacher programs themselves. To paraphrase RNT's public service messages: "*They will be teachers, but to the kids they'll reach, they'll be heroes. They'll give them hope. They'll give them dreams. They'll change their lives.*"

Part II

Who Are Paraeducators and What Are Their Roles?

◀ *Cynthia Jacobs, Pathways Scholar,*
Cambridge College

Who Are Paraeducators and What Are Their Roles?

Although called by many different names (*see box*), paraeducators have become commonplace in many American classrooms. First widely introduced to help cope with postwar teacher shortages, their numbers (and roles) have proliferated over the past 40 years largely as a result of a variety of federal categorical aid programs.

The National Data Resource Center of the National Center for Education Statistics calculates the total number of full-time and part-time teacher aides working in public, private, and Indian schools at 455,541 (Bobbitt, 1994). California surpasses all other states with 76,981 full- and part-time public school aides. New York, Texas, Florida, North Carolina, and Georgia report the next highest number of employed aides in public schools. *(See table listing public school teacher aide numbers by state.)*

Nationally, the ratio of paraprofessionals to teachers is nearly one to five, based on the current size of the teacher workforce (roughly 2.8 million). The NEA (1992) reports that 31% of all teachers received some assistance from a teacher aide in 1991. More teachers share a teacher aide (19.5%) than have their "own" teacher aide (10.2%), but there has been a steady reduction in sharing and an increase in exclusive aide assistance over a twenty-year period. Nearly 45% of elementary teachers have teacher aide services, while 21% of middle or junior high teachers, and 15% of high school teachers do. More aides work in western states (38%) and northeastern states (33%) than in southeastern (29%) or middle-American states (25%).

More than 200,000 paraprofessionals work in special education programs;

What's in a Name?

Classroom aides, educational assistants (New Mexico's choice), *teacher aides or assistants* ("TAs" in California), *instructional aides or assistants, educational technicians* (Maine's preference), *computer lab technicians, media aides* . . . paraeducator titles come in more flavors than Baskin-Robbins ice cream. Sometimes two or more terms are used to distinguish among levels of responsibility. For example, in Georgia, one state where paraprofessional credentialing guidelines are in place, a *paraprofessional* has limited decision-making authority, whereas an *aide* has no decision-making authority and takes no independent action. In some states and districts paraprofessionals comprise one category of *auxiliary support personnel*, in others they're considered *educational support personnel*, in still others they're *classified workers*.

Although no universally accepted definition for the term "paraprofessional" exists, the National Resource Center for Paraprofessionals in Education and Related Services recommends the following:

> Paraprofessionals/paraeducators are employees:
>
> 1) whose positions are either instructional in nature or who deliver other direct or indirect services to children, youth, and/or their parents; and
>
> 2) who work under the supervision of teachers or other professional personnel who have the ultimate responsibility for a) the design and implementation of education and related services programs, and b) the assessment of the impact on student progress and other education outcomes (Pickett, 1994, p. 8).

NB: The National Resource Center prefers the term "paraeducators" when speaking of skilled paraprofessionals who assist classroom teachers and other professional educators, to distinguish them from paraprofessionals in other fields. Nevertheless, throughout this report we shall freely use several of the alternative names, with a view toward reflecting the common parlance in particular districts or states.

▲ *Montgomery, TX, computer aide Rita Jefferson (NEA photo)*

others work in general and compensatory education programs (Pickett, 1994). Approximately 67,000 (FTE) of the public school aides work in Title I programs (Rotberg and Harvey, 1993). Of this number, which comprises *nearly half* of the entire Title I instructional workforce, just 17% hold a bachelor's or more advanced degree. Despite a paucity of training, many regularly provide instruction, and 20% do so without a teacher's supervision (International Reading Association, 1994).

In fact, Title I aides are being hired at twice the rate of Title I certified teachers—ostensibly not for the purpose of providing or assisting with instruction, but for other reasons: to increase language and ethnic diversity in schools; to put low-income neighbors to work; to build a better school-community relationship; and, to save money *(ibid)*.

Number of Public School Teacher Aides, Full and Part Time, by State (1990-91)

State	# Full-time Classroom Teacher Aides	# Part-time Classroom Teacher Aides
Alabama	3,809	185
Alaska	796	588
Arizona	4,106	2,110
Arkansas	2,588	337
California	27,034	49,947
Colorado	4,497	2,590
Connecticut	3,770	1,090
Delaware	679	51
District of Columbia	998	73
Florida	16,898	2,474
Georgia	16,227	825
Hawaii	894	335
Idaho	1,606	523
Illinois	10,781	2,061
Indiana	7,635	2,346
Iowa	3,004	1,284
Kansas	2,942	898
Kentucky	4,529	707
Louisiana	6,502	251
Maine	2,250	435
Maryland	5,844	420
Massachusetts	7,187	1,068
Michigan	6,946	2,451
Minnesota	3,641	4,134
Mississippi	8,000	37
Missouri	4,362	464
Montana	1,015	584
Nebraska	1,824	1,033
Nevada	787	285
New Hampshire	1,522	359
New Jersey	7,000	1,187
New Mexico	3,405	204
New York	27,743	3,853
North Carolina	16,993	765
North Dakota	779	382
Ohio	7,230	1,706
Oklahoma	3,623	515
Oregon	2,814	2,580
Pennsylvania	6,581	3,210
Rhode Island	941	234
South Carolina	6,025	298
South Dakota	1,165	394
Tennessee	6,139	1,267
Texas	29,717	1,410
Utah	1,292	1,959
Vermont	1,260	397
Virginia	8,163	648
Washington	5,551	3,837
West Virginia	2,175	184
Wisconsin	4,296	2,863
Wyoming	807	355
ALL	306,374	108,192

Source: National Center for Education Statistics, National Data Resource Center, 1994

"Secretaries for Teachers"

In this regard, paraprofessionals have been seen as "cheap labor . . . performing menial and clerical tasks to relieve professionals" since at least the 1950s (Kaplan, 1977, p. 20). A 1962 document calling them "secretaries for teachers" set the tone for many years (Turney, 1962). They were labeled "auxiliary personnel in education" by the Bank Street College of Education (1969). Gartner used the term "paraprofessionals" in his 1971 general survey of support personnel in education, health, and social service programs and again in 1977 with the more focused *Paraprofessionals in Education Today* (Gartner, 1971; Gartner, et al., 1977).

Thirty years after the "secretaries for teachers" tag was pinned to them, paraprofessionals' status has changed only slightly. Secretarial assistance remains the most common teacher aide assignment at all levels (NEA, 1992). Indeed, many paraprofessionals still only perform clerical chores, monitor playground activity, and serve as lunchroom aides. Their auxiliary status is reflected in typically low wages. (Among all school personnel, only food services workers earn less than paraprofessionals.)[1]

However, in certain circumstances it is not unusual to find paraeducators regularly doing the work of teachers, *without* the pay. For example, special education is one area where paraeducators are playing a more and more critical role as school districts bring physically challenged students into regular education settings (NEA, 1994). Inclusion, required under the Individuals with Disabilities Education Act, is often a challenge to underprepared regular education teachers, particularly when districts fail to provide training and support, facilities are inadequate, or communication among staff is poor. Many paraeducators' experience and close familiarity with the needs of children with serious medical disabilities underscores their promise as either special education or regular education teachers—particularly given adequate support and preparation.

▲ *Delaware paraprofessional Barbara Morris (NEA photo)*

Similarly, bilingual instructional assistants often play a key role in school systems in which the bilingual student population is rapidly growing and few language minority teachers or teachers trained in second language instruction are available. Consequently, large urban systems like Seattle, where more than 75 different languages and dialects (mostly Asian) are spoken in the schools, are beginning to recruit and prepare minority and bilingual instructional assistants as teachers (Buenaventura, 1992).

In California, one of the seven states most heavily impacted by immigration,[2] and where the number of limited English proficient (LEP) enrollments is skyrocketing, only 14% (10,013) of adults providing instruction in 1994 were fully credentialed bilingual cross-cultural teachers; 40% (27,430) of the instructors were bilingual aides. Not surprisingly, California leads the nation in programs to prepare bilingual aides for teaching.

Responsibility—Without Opportunity

Although paraeducator roles have become more demanding of late, in the main their need for career development opportunities—mechanisms and standards for selection, credentialing, and training—has been neglected. Accordingly, Pickett calls them "the forgotten members of the [education] team" (Pickett, 1994, p. 2). Indeed, throughout the '80s, Pickett (1984; 1989) consistently pointed out that the roles and responsibilities of community-based paraprofessionals were expanding in all areas of human services, but opportunities for paraprofessional career advancement and continuing education were not keeping pace.

▼

Although paraprofessional roles have become more demanding of late, in the main their need for career development opportunities—mechanisms and standards for selection, credentialing, and training—has been neglected.

By the 1980s, tens of thousands of Chapter 1, special education, and bilingual education paraprofessionals were working in schools. Far smaller numbers of aides were also working in migrant education programs. However, with rare exception (see Ochoa and Wright's 1983 study of the career ladder needs of nearly 600 paraprofessionals working in bilingual, migrant, and Title I programs in southern and central California counties), their *training* (rather than *development*) dominated what literature there was, e.g., "How to Give Your Instructional Assistants an A+ Training Program" (Russell, 1989).

Various training manuals defined paraprofessionals' responsibility for helping children succeed (and, in some cases, spelled out a role as liaison between school and community). Frequently, these manuals neglected to address the dual need for better utilization of paraprofessionals' skills and for more teamwork between paraprofessional and teacher.

At the same time, some states and districts were beginning to publish guidelines for effectively managing the use of teacher aides. Kentucky, for example, provided a framework for implementing its law requiring specific qualifications for paraprofessionals employed in the public schools (Kentucky Department of Education, 1989).

During this period, there was also an increasing realization among paraprofessionals themselves that their changing roles required new models of professional development. Thus, *paraeducator*—connoting specialization comparable to the status of paralegals and paramedics—became the term recommended by the National Resource Center for Paraprofessionals in Education and Related Services.

Forty Years of Paraeducators

According to Pickett (1994), the functions of paraeducators have changed dramatically since classroom aides were introduced into schools 40 years ago during the postwar teacher shortage. Demand might have abated along with the teacher shortage but did not, for three decades of federal legislation prompted the hiring of thousands of paraprofessionals.

- First, paraprofessionals were recruited into Head Start and Title I (a.k.a. Chapter 1) programs contained in the Elementary and Secondary Education Act of 1965 to work with economically and educationally disadvantaged youngsters. This original version of Title I sponsored the first widespread use of teacher aides in low-income areas—64,000 aides were on salary by 1968.
- Next, paraprofessional service providers were recruited to assist students with disabilities, as mandated by P.L. 94-142 (now called the Individuals with Disabilities Education Act, or IDEA), and the children of migrant workers.
- Then, under P.L. 100-297 the federal government also mandated the hiring of bilingual aides in proportion to the size of a district's bilingual student enrollment. As a result, paraprofessional numbers exploded. Teacher aides were increasingly prevalent in the early to mid-'70s. Their numbers dropped off during the '80s, then rose again during the '90s.
- Today, public schools employ 306,374 full-time aides and 108,192 part-time aides. Private schools employ 24,803 full-time and 14,982 part-time aides. Native American schools employ 1,118 full-time and 72 part-time aides. This total of nearly 450,000 full- and part-time aides supports a teacher workforce that now numbers nearly 2.8 million (NCES, 1993).
- There are more aides in elementary than secondary schools. In central cities and large towns, higher numbers of paraprofessionals work in schools with 20% or more minority enrollment and in schools whose student population exceeds 150. By contrast, in rural/small towns fewer aides are employed in schools with 20% or more minority enrollment (NCES, 1993).

Arlene Barresi, coordinator of New York State's Paraeducator Mentor Training Program and herself a paraeducator for 18 years, feels the term "paraeducator" gives greater credence to the job and will help correct the problem of low self-esteem afflicting many paraeducators. Barresi often encounters low self-image when she invites paraeducators for training. The reluctant paraeducator, she says, typically replies, "Oh, you don't want me—I'm just the aide—you want the teacher." Paraeducator self-deprecation may reflect an attitude on the part of some teachers, parents, and administrators who treat them as simply "an extra pair of hands" (Fletcher-Campbell, 1992). While consensus regarding the name by which paraeducators are known will no doubt help, addressing these entrenched issues of status and esteem will require (in Pickett's words) that the nation "refocus attention on determining appropriate roles for paraprofessionals in differentiated staffing arrangements, their deployment, supervision and management, and opportunities for training" (Pickett, 1994, p. 3).[3]

The Landmark Model of the '60s and '70s

Ironically, the calls being heard today for better use of paraeducators' skills (and for programs designed to promote their careers) echo a similar movement in the late 1960s, which led to sizable (though ultimately short-lived) government support. The federal government began promoting teacher preparation for paraeducators in 1967 via the Education Professions Development Act (EPDA). Among several other landmark educational personnel development programs (such as Teacher Corps), EPDA authorized large-scale efforts to train school aides for full certification as teachers (Stedman, 1992). The federal Career Opportunities Program (COP) stands as a model for present-day paraeducator-to-teacher programs. It was developed as part of a New Careers program under EPDA auspices and was fully examined in a 1977 report, *From Aide to Teacher: The Story of the Career Opportunities Program*, by George R. Kaplan, a former member of the staff of the Bureau of Educational Personnel Development.

"To write about COP is to rediscover what sacrifice and dedication are all about," Kaplan wrote in his introduction to this admiring study of the

COP program and its risk-taking paraprofessional participants. At its core, Kaplan notes, COP was a community-based, combination work-and-study program for nontraditional adult students, "an uncomplicated attempt to provide for indigenous community residents working as paraprofessional teacher aides in the Nation's low-income urban and rural schools the opportunity to advance within the education professions and, ultimately, to improve the learning of the children in those schools" (p. 2).

In the landscape of paraeducator recruitment programs, COP towers over everything else. Over seven fiscal years in the '60s and '70s, the program received a total of $129,390,000 in federal funds. At its peak, COP's annual budget was $27.8 million (equivalent to $83.6 million in 1994 dollars). In all, just under 15,000 individuals participated at 132 mostly urban COP [school] sites in 48 states, with help from public schools, community/junior colleges, and four-year institutions of higher education.

▼

In the landscape of paraeducator recruitment programs, COP towers over everything else. Over seven fiscal years in the '60s and '70s, the program received a total of $129,390,000 in federal funds.

Ninety-six percent of COP's participants were residents of the communities they served (among America's poorest neighborhoods), possessing maturity, experience, and "extraordinary empathy" with minority children (p. 12). Fully 75% of COP participants were minorities: the largest cohort (54%) was black and the next largest (14%) was Hispanic. "By any measure," Kaplan noted, "COP was a program of, by, and for minority Americans" (p. 14

COP's recruitment of disadvantaged, predominantly minority participants (one in ten COP participants was a Vietnam veteran, as well) represented a major departure from the norm, Kaplan notes. In 1953, the Ford Foundation launched the first major system-wide experiment using auxiliary personnel in overcrowded Bay City, Michigan, classrooms. Following the Bay City model, teachers' helpers in classrooms around the country for many years were mostly white, middle-class, and college-educated women, who were confined to noninstructional, clerical duties and had little prospect of career mobility (Kaplan, 1977).

In another radical break from past precedent, COP grants went directly to school systems, and they, not colleges and universities, decided what kinds of staff and training were needed locally, then subcontracted with higher education for required services. In Kaplan's words, "the college was not meant to be the engine in the COP machine" (p. 64). Higher education was, in his view, a "semi-outsider" reluctantly providing a necessary contribution, and, "once caught in the COP vortex . . . dealing with old clients on different bases" (p. 62).

Kaplan considers this shift one of COP's most unusual features; for then as now, traditional teacher training institutions could be slow in adjusting to the nontraditional student. However, from 1970 to 1975, federal dollars gave COP the leverage to shake up many conventional practices at schools, colleges, and departments of education (SCDEs).

The accommodations Kaplan noted at COP's 272 participating postsecondary institutions (61 of them community colleges) included: flexible admissions; transition programs (i.e., gradual adjustment to the academic demands of college via counseling and "sheltered" courses); credit for life experience, military service, or on-the-job training; relocation of courses to on-site, off-hour settings convenient to COP trainees; credit for supervised paraprofessional work in place of traditional student teaching requirements; curriculum development, such as creation of an interdisciplinary core course addressing the impact of the culture of poverty on public school classrooms; and other adjustments to the special needs of adult students ("a body of street-wise, vocationally oriented, new students, ten and more years older than their student peers, and publicly unwilling to submit to the 'small-mindedness' of the teacher education world"). Many of these modifications were reported by respondents to RNT's survey of present day aide-to-teacher programs two decades later. (*See Findings, Part III.*)

▼

Despite a surplus of teachers in the mid-'70s, COP graduates *were preferred* for jobs over regular education majors because they were "known entities" who had received their practical training in local schools.

COP had just five "core years" of full implementation before the demonstration project came to an end and direct federal involvement in paraeducator-to-teacher training was put indefinitely on hold. However, Kaplan asserts, the strength of the COP model was made clear as early as 1974-75 when an assessment of COP-trained first-year teachers found they outperformed on many measures a matched group of non-COP graduates teaching in the same schools and grades at 15 sites across the country. And, despite a surplus of teachers in the mid-'70s, COP graduates *were preferred* for jobs over regular education majors because they were "known entities" who had received their practical training in local schools. When superintendents and principals hired COP graduates as professional teachers, Kaplan declares, "they knew exactly what they were getting" (p. 118).[4]

Arthur Pearl (1990) offers additional insight into COP's essence, highlighting what for him was New Careers' signal accomplishment. In testimony before the Senate Education Committee on behalf of a proposed New Careers for Teachers program within the National Teacher Act of 1989 (Title IV, S. 1676—never funded), Pearl describes the original New Careers program this way:

> *New Careers was uniquely different than most other programs of that era [late '60s-early '70s] in that it stressed service* from *rather than service* to. *It was a program specifically designed to reduce economic dependency and it was based on the assumption that if given opportunity people could work their way out of poverty if the job they were in had upward mobility. Perhaps of even greater importance, New Careers brought much needed services to underserved communities.*

As Pearl tells it, COP's goals ("probably too broad, too diverse and too ambitious") were: "to increase underrepresented minority teachers; demonstrate that inadmissible students can succeed in higher education; lift impoverished people out of poverty; better meet the needs of low-income children; improve staffing in schools; and respond to the growing belief that the then-present designs of teacher education were inadequate, particularly in preparing teachers for the children of the poor" (Pearl, citing W. Thomas Carter, 1977).

Although Pearl found it hard to state exactly how much progress COP made toward these goals during its relatively brief existence in the '70s, he did report the program's unequivocal success in recruiting blacks, Hispanics, and Native Americans (three out of every four participants), in bringing a sense of the community to the schools, and *in adding excellent teachers* to the profession.

In Pearl's opinion, COP fell short in several ways: it lacked a stable funding base; too few programs had well-developed and defined career ladders; school/college collaboration was weak; evaluation was superficial; and university class requirements and job requirements were poorly integrated. The proposed New Careers program for the '90s, he argued in his testimony, would do well to learn from and improve on the COP model. For example, he recommended the "upside down curriculum" used in a number of COP sites, whereby field experiences and apprenticeships occurred at the beginning of teacher preparation, and theory and methods courses plus liberal arts courses were interspersed throughout undergraduate studies.

Although COP also turned popular logic on its head by recruiting seemingly *less* qualified applicants for teacher preparation, Pearl observed, a New Careerist had "to prove her- or himself capable of handling many difficult situations over a long period of time in the only place that counts—the classroom—before she or he was allowed to become a professional teacher" (Pearl, 1990, p. 8).

Career Ladders and Lattices

The New Careers program (specifically, COP) influenced the establishment of another landmark program model 25 years ago: the country's first comprehensive career ladder/lattice for school-based paraprofessionals in the Twin Cities (Kaplan, 1977). This program was noteworthy for its encouragement of *lattice*-style advancement for paraeducators (i.e., horizontal mobility) as well as *ladder*-style promotion, whereby paraeducators could become full-time licensed teachers. Evaluation research in the '70s found Minneapolis paraeducators performing well in college; drop-out rates were distinctly low. Nonetheless, districts elsewhere were slow to emulate the Minneapolis program. Even today, according to Pickett, et al. (1993), with certain exceptions, districts are more likely to pursue ladder-style programs designed to promote individuals up and out of the ranks of paraeducators than to provide formal opportunities for training and career development to paraeducators, "despite increased reliance on paraeducators in complex and demanding roles" (p. 8).

While the term "career ladder" usually refers today to requirements for advancement into the professional ranks and "career lattice" describes increasing levels of responsibility for the paraprofessional *qua* paraprofessional, the terms are not always mutually exclusive. Pickett, et al. (1993) describe the ideal scenario, i.e., when "district-wide policies define the roles of paraeducators (usually in differentiated staffing arrangements), set standards for employment, and provide opportunities for career development and training" (p. 9) then conclude by calling for a *continuum* of paraeducator training experiences, culminating in opportunities to earn academic credit or *enter professional preparation programs* (emphasis added) (p. 26).

Career Advancement for Paraeducators in Critical-Need Areas

Except for an occasional mention (e.g., as above; Frith and Mims, 1985; and Pickett's tireless advocacy), career advancement for paraprofessionals fades from the literature during the years between the demise of the federal COP program in the '70s and the gradual revitalization of the paraprofessional-to-teacher concept in the late '80s. Its revival is largely due to the growing demand for teachers from underrepresented groups and for teachers qualified to work in high-need areas, such as special education, bilingual education, math and science, and urban and rural settings.[5]

Having (re)discovered the potential of the paraprofessional pool for meeting these demands, program directors are slowly beginning to report on strategies to assist paraprofessionals on pathways into teaching careers. Limited examples from the literature include efforts to increase teacher diversity by recruiting paraprofessionals into: the CITE program at the University of Maryland/College Park (Arends, et al., 1992); the Teacher Track Project at California State University/Fullerton (Yopp, H., and others, 1991; Yopp, R., and others, 1992—*see the TTP profile in Appendix A-7*); the Latino Teacher Project at the University of Southern California and LTP partner campuses (Genzuk, 1993, 1995—*see the LTP profile in Appendix A-2*); and the Fontana Unified School District's Bilingual Teacher Career Ladder Program in San Bernardino County, California (Diaz-Rico and Smith, 1994; Schnaiberg, 1994).[6]

It is also not unusual to find paraprofessionals briefly mentioned in the literature discussing ways to increase student academic and social success through family-school-community collaboration (e.g., Thompson, 1993). In addition, paraprofessionals are occasionally mentioned in the general literature on minority teacher recruitment, e.g., as a promising source of new teachers more representative of and committed to their local communities, whose presence would allow closer matching of student and instructor racial and cultural characteristics (Genzuk, Lavadenz, and Krashen, 1994).[7] The recently published *Teaching for Diversity: Models for Expanding the Supply of Minority Teachers* (Villegas, et al., 1995) recommends, among other strategies, bringing teacher assistants into teacher education programs.

Hentschke, et al. (n.d.) carry the analysis further in their discussion of attrition in the teacher education pipeline and practical problems obstructing the scaling up of paraeducator-to-teacher programs. The authors, all closely involved with programs that assist Latino/Latina paraeducators to become teachers, lament the wastefulness inherent in high preservice and new teacher attrition, especially the loss of minority educators, which in turn keeps demand for new teachers high. They attribute much of the loss to the lack of "give" in the system (i.e., tradition-bound teacher education programs[8] and school operations), and to marginal support for individuals seeking to become teachers. Finally, they argue for investment in paraeducator-to-teacher programs as a sensible way to address a variety of other pipeline disconnects and increase the supply of minority teachers.

▲ *Sandra Smiling, MEC graduate, NYC*

Faced with an acute shortage of minority teachers, particularly with a shortage of black male teachers—shortages exacerbated by the high drop-out rate of minority college students—some urban school districts, according to *The New York Times*, are finding "a gold mine in teacher aides, whose racial makeup more closely mirrors the student enrollment" (Celis, 1993). An example is New York City's Career Training Program *(see program profile in Appendix A-4)*, which is the largest single source of minority teachers for the nation's largest school system.

The literature (both academic and the general press) thus reveals that over the past five years or so, the desire to recruit a more diverse pool of teachers for urban schools and critical shortage areas has spurred a renewed interest in paraprofessional career opportunity programs, and that this interest echoes activity that took place a generation ago. Other signposts have also indicated this quickening of interest in the nation's paraeducator pool. They include: the sizable contributions of some major foundations (notably the DeWitt Wallace-Reader's Digest Fund and the

BEST COPY AVAILABLE

Ford Foundation); intervention by state education agencies (particularly Connecticut and California); and the establishment of a growing number of programs by school districts (in conjunction with universities, teacher unions, and other organizations and agencies) nationwide. All have seized upon the paraeducator pool as a potentially rich source of teaching talent for America's classrooms. It is this rising interest and program activity that *Breaking the Class Ceiling* seeks to describe via the program surveys, site visits, and state policy and foundation scans reported on in the following chapters.

Notes

[1] The National Education Association's estimates for national average salaries for full-time (30 hours a week or more) educational support personnel (NEA, 1994) show K-12 paraprofessionals earning $12,425, which is $5,313 less than the average for all K-12 ESPs ($17,738). According to Educational Research Service data reported by NEA, the national average hourly wage for instructional assistants in 1993-94 was $8.50, a 2.3% salary increase over 1992-93. For noninstructional assistants, the national average hourly wage was $8.14. Alaska pays the highest median salary to ESP members ($12.26 per hour); Georgia, Alabama, and Louisiana pay an average para salary of less than $6 per hour.

[2] According to a recent Office of Management and Budget study, (Schnaiberg, 1994), the seven states most heavily impacted by immigration are: Arizona, California, Texas, New York, New Jersey, Illinois, and Florida.

[3] Pickett's views are seemingly reflected best in elementary schools today, where teachers are more likely to ask aides to help with instruction (64%) than to provide secretarial help (60%), assist with the classroom environment (56%), or help with grading papers (47%). Senior high teachers use aides less often as instructional assistants or for grading papers (40% and 42%, respectively), the National Education Association reports (NEA, 1992).

[4] COP's shortcomings, duly noted by Kaplan (1977), can also serve as lessons for aide-to-teacher programs today. Some of the teacher training institutions "over-relaxed" their academic standards, graduating students strong in technique and communication skills but with incomplete mastery of subject matter. Program directors' level of competence was uneven; criteria for selection of directors were not uniformly high, choices were not always deliberately made. The local community's advisory role tended to fade early. Some staffing abuses occurred when school systems "succumbed to temptation," e.g., using COP students as full-time teachers while paying them paraprofessional wages, or giving poorly performing aides who lacked potential as instructors clerical tasks in order to maintain them in the project. Shortcomings aside, Kaplan concluded, COP participants and the program as a whole did their job, "often with high distinction" (p. 127).

[5] According to Pickett (1995), paraeducators are a valuable resource often overlooked: "Few teacher education programs recognize the paraeducator workforce as a valuable resource for recruiting persons from language and racial minority heritages. Training, when available, is highly parochial, is not competency based, and is not part of a comprehensive system of career development that is student friendly. . . . In order to more fully tap the resources of the paraeducator workforce to meet the needs of children and youth with limited English, two- and four-year institutions of higher education and provider agencies must join forces. They must initiate articulated systems designed to: 1) prepare paraeducators to take on more complex roles and duties; and 2) encourage qualified, talented paraeducators to enter teacher education programs."

[6] The condition of the minority teacher recruitment "pipeline" is a serious concern in California. Rapidly changing demographics have pushed California to take a hard look at "the growing imbalance between the ethnic diversity of the teaching force and the ethnic diversity of the K-12 student population" (California State University, 1993). The Teacher Diversity Projects in the California State University System (1993) are tailored to reach students from under-represented groups at secondary, community college, and undergraduate levels, *as well as teachers' aides* (emphasis added). With an annual budget of $1.5 million ($75,000 per campus), the various projects provide academic support and basic skills preparation, academic advising, career counseling, exposure to teaching, and financial incentives. (*See also State Sponsorship, Part IV, for a discussion of the state's new pilot paraprofessional teacher training program, and the Latino Teacher Project's profile in Appendix A-2 for recent developments in the Los Angeles Unified School District.*)

BEST COPY AVAILABLE

[7] Lavadenz (1994) examines the teaching aspirations of bilingual paraprofessionals as a source to remedy California's shortage of bilingual teachers. Bilingual paraprofessionals offer students linguistic and cultural "funds of knowledge" otherwise missing from many classrooms. Literacy in the *non*-English language proved to be the most important predictor of the teaching motivation of Chicano/Latino paraprofessionals.

[8] The lack of "give" in the system can be particularly discouraging for "first-generation" college students (Zwerling and London, 1992), a term that describes the vast majority of paraprofessionals in teacher education programs. A growing body of literature calls for approaches that meet the needs of these adult/nontraditional college students, e.g., programs that: are flexible, student-centered, and culturally responsive (Richardson and Skinner, 1991, 1992; Carter and Wilson, 1993; Rendon and Valadez, 1994); address interpersonal needs and self-esteem issues (Roebuck and Murty, 1993); recognize and utilize students' prior work/life experience (Lewis, 1987; Cross, 1981); promote institutional linkages and coordinated academic and support services, including advising and mentoring (Tinto, 1993; Padron, 1992; Blackwell, 1989); promote student retention and achievement (Carter and Wilson, 1993; Tinto, 1993); build on student relationships to external communities—family, neighborhood, and employment (Padron, 1992); take into consideration issues of socioeconomic mobility and community economic empowerment (Padron, 1992); and more.

Part III

Findings of the Program Survey

Hello ___
Hello ___
ow are you?
How are you?
pe you're feeling fine,
pe you're feeling fine,
Happy too! Happy too

BEST COPY AVAILABLE

Findings of the Program Survey

- Program Scope and Purpose
- A Profile of Participants
- Overcoming Barriers to Participation
- Program Models
- Recruiting, Evaluating, and Tracking Participants
- Program Budgets and Administration
- Outlook

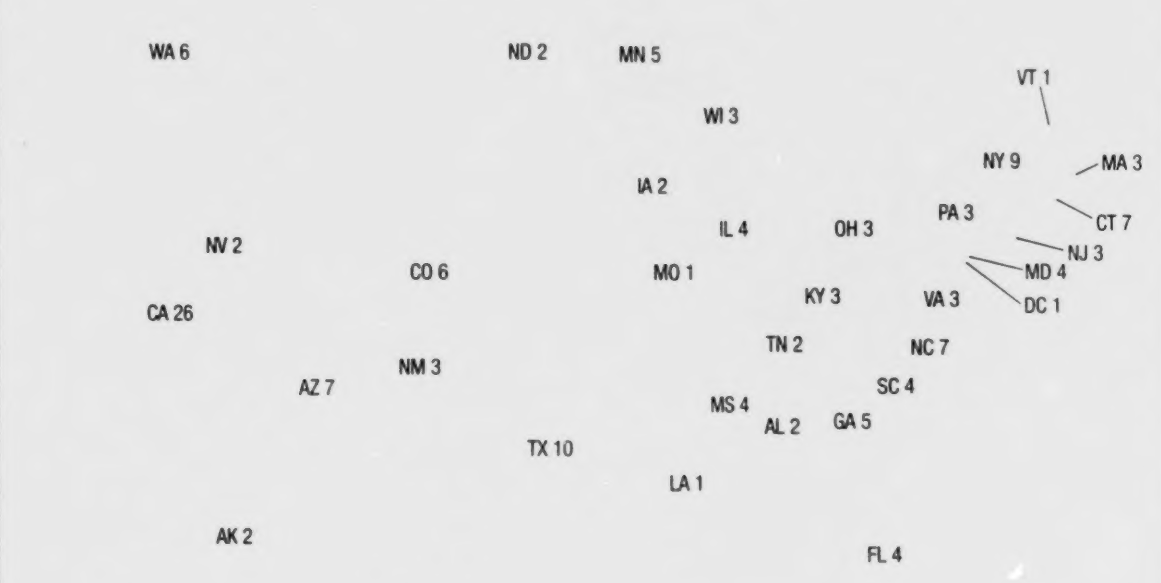
◀ *Dorothy Brown,*
Cambridge College graduate

Program Scope and Purpose

Teacher preparation for paraeducators is a national movement. Currently, paraeducator-to-teacher programs are up and running in at least 30 states, the District of Columbia, and Canada. RNT's survey uncovered a total of 149 individual and multisite programs in all.[1]

Close to three quarters of all responding programs serve urban areas, although the city may not be an exclusive focus. Programs also serve suburban (30%) and rural (32%) areas (but not necessarily to the exclusion of the other geographic areas either).

Paraeducator-to-Teacher Programs, State by State


WA 6
ND 2
MN 5
VT 1
WI 3
NY 9
MA 3
IA 2
PA 3
CT 7
IL 4
OH 3
NV 2
NJ 3
CO 6
MO 1
MD 4
KY 3
VA 3
DC 1
CA 26
TN 2
NC 7
NM 3
AZ 7
SC 4
MS 4
AL 2
GA 5
TX 10
LA 1
AK 2
FL 4

OBSERVATION

Paraeducator-to-teacher programs are most prevalent in the frontline states and districts of American education's demographic change. Their concentration in states such as California, Texas, and New York tracks with the dramatic rise in birth rates, immigration, and the number of linguistic minority schoolchildren in those states. For example, 58% of California's more than five million students are children of color, and estimates suggest that this figure will rise to 65% by the year 2000.

Similarly, the high concentration of programs in urban areas parallels the nation's urban teacher workforce challenge. In 1991, for example, nearly a quarter of central city schools had vacancies they could not fill with a qualified teacher. Studies have shown that central city students are much more likely than their suburban counterparts to have teachers who have not been licensed in their primary teaching area. In addition, urban schools—which tend to serve the nation's most multicultural student populations—also face the most urgent need to recruit additional teachers of color.[2]

Program Creation

Survey respondents gave multiple reasons for creating their programs. However, as the table "Principal Program Objectives" shows, *expanding the pool of potential teachers of color* was the reason cited most frequently (79%, or 117 programs), a theme repeated at virtually every site visit we made, and in our conversations with program directors, funders, and other project collaborators.[3]

Principal Program Objectives*

Objectives	Number of Programs	% of Programs
Expand teachers of color pool	117	(79)
Promote para career ladders	99	(66)
Increase higher ed access	80	(54)
General teacher shortage	67	(45)
Bilingual teacher shortage	50	(34)
Special ed teacher shortage	46	(31)
Other	43	(29)
Teachers for low-performance schools	39	(26)
Community empowerment	25	(17)
Expand male teacher pool	19	(13)
Math teacher shortage	17	(11)
Science teacher shortage	16	(11)
Response to state legislation	14	(9)
Shortage in other areas	10	(7)
Boost college enrollments	8	(5)
Response to federal legislation	3	(2)
Response to local legislation	2	(1)
No answer	1	(1)

*Respondents could indicate multiple objectives (and nearly all did)

For example, the Teaching Opportunities for Paraprofessionals program (TOP) is the centerpiece of Connecticut's minority teacher recruitment initiative and an important part of the state's overall plan to recruit and maintain a high-quality professional teaching force *(see program profile in Appendix A-3)*. For the late Alma Exley, education consultant to the state agency and TOP program manager until her untimely death in spring 1995, paraprofessionals represented a very promising talent pool. "Most are men and women of color," she told us, "who have already demonstrated an interest in and aptitude for teaching children. The motivation and commitment level is very high, because these are mature people. A lot of them realize that this is a window of opportunity for them, and if it shuts,

▲ *Veronica DeVillegos, TOP graduate*

there aren't a lot of alternatives. [TOP] does go a long way to assist people who otherwise might not have the means to become certified teachers in our state."

Connecticut is not alone. The need for teachers of color is so dire in North Carolina, for example, that a 1994 report from the North Carolina Association of Educators concluded that "if current trends continue, the average minority child could conceivably have *no* minority teachers during the K-12 years."[4] The North Carolina Model Teacher Education Consortium represents one solution to the problem, suggests NCMTEC Executive Board member and East Carolina University professor Greg Hastings. "All of us were perplexed as to how to create an environment that would support the recruitment of more minority teachers in this enormously wide geographic area where time and distance are serious barriers. Until the children in rural public schools have more proficient teachers, they'll continue to have deficits. It's a vicious cycle, but one the Consortium is helping to break by delivering high-quality academic and financial support when and where they're needed."

Echoes Elmer Guy, deputy director of the Navajo Nation Education Center: "We're acting on president Peterson Zah's call to certify 1,000 Navajo teachers by the year 1995. With properly trained Navajo teachers, our children will see society as a salad. Diversity makes it taste good."

The second and third most frequently cited reasons for program creation had to do with empowerment: *promoting career ladders for paraeducators* (66%, or 99 programs), and *making access to higher education more equitable* (54%, or 80 programs). Helping paraeducators achieve their full professional potential was clearly a priority for many school districts, especially those employing a large cohort of paraeducators. For example, Local 99 of the Service Employees International Union has been working with the Los Angeles Unified School District (LAUSD) to establish a career track for paraprofessionals, bring college courses to school sites, and accept course credits earned at any of the sites in fulfillment of all university course requirements.

> *A career ladder would encourage members to complete their education and help remove some of the obstacles—time, money, and difficulty getting the necessary college classes—that have stood in their way. We can guarantee that our members will sign up for classes they need if they're offered before and after work*

> *at convenient places. The university can provide instructors, we'd use existing facilities at the cluster level so the building, the electricity, the security, and so on are paid for. It works, and all at a savings to the universities.*
>
> —Local 99 president Janett Humphries (an elementary special education assistant on leave during her tenure with the union)

Local 99 executive director Walter Backstrom puts the case this way: "California State University/Dominguez Hills does off-campus classes for administrators. Universities bring management training classes to corporate headquarters, like the Bank of America. That's acceptable. Why not do the same thing for a group that wants to become part of a profession? Why not treat paraprofessionals like everyone else, help them to do the job they want to do? No one has made that breakthrough." *(See also Teacher Union and Paraprofessional Association Sponsorship, Part IV.)*

Many programs were created to *address a current or projected shortage of teachers generally* (45%, or 67 programs) *and/or in a specific area*, especially *bilingual education* (34%, or 50 programs) and *special education* (31%, or 46 programs), with some programs combining both of these critical-need areas, such as Northeastern Illinois University's two federally funded programs, Minority Personnel Preparation Project for Bilingual Special Education and Preparing Bilingual Teacher Aides as Special Educators (*see program profile, Appendix A-6*).[5]

To NEIU project director Rita Brusca-Vega, it was only logical to look first to paraeducators as a source of new bilingual special educators. "Paraeducators have the commitment to children and to education," she told us. ". . . They do much of the job of teachers, . . . but aren't compensated for it because they lack credentials." Similarly, Local 99's Walter Backstrom observes: "LA's paraprofessionals are an untapped . . . resource for the district. Paraprofessionals are familiar with the challenges of working in a large urban district. Many come from the neighborhoods in which they work and speak the same languages as their students. Many have provided years of valuable service—tutoring, testing, teaching ESL, translating, dealing with parents, and more."

▲ *Navajo teacher aide attending UNM/Gallup*

> *Where I live and work—it's the inner city, there are gangs—I see these kids in poverty, though their parents may be hard working. I grew up just like them, and I feel I have so much to give to help them grow and become better people. They need to know it's OK*

> *to dream, even though they come from the inner city and they come home to an empty house after school. They can make it as long as they try and work hard. And I want to communicate with the parents, let them know I'm just like them and I'm there to help their children. Being bilingual, it will be easier for me than for those other teachers who don't speak the parents' language.*
>
> —Maria Barrientos, graduate student in the
> Latino Teacher Project at
> California State University/Los Angeles

▼

"... kids in poverty.... need to know it's OK to dream ..."

—Program participant
Latino Teacher Project

Among the other reasons for program creation cited by survey respondents was "fostering community empowerment," which may bear a bit of explanation. Program directors and paraprofessionals themselves told us that career advancement translates into a brighter financial future for the paraprofessional's family; it can also raise the level of other family members' educational and career aspirations. Beyond the family circle, such career development adds to the social capital of low-income and minority communities, and better connects schools with the fabric of the communities they serve.

These expanding ripples of empowerment through families and communities were an oft-repeated theme. For example, Dr. Edison O. Jackson, president of Brooklyn's Medgar Evers College, a site of New York City's Career Training Program *(see program profile, Appendix A-4)*, views paraprofessionals' advancement into the professional ranks as a major force for education and social change:

> *When we transform a paraprofessional, usually the head of household, who comes here not knowing what she can accomplish and goes on to become a teacher and maybe a principal, we empower not just that individual but her entire family. Her children, her relatives become excited by education. What's more, our teacher education faculty work actively with the school districts to strengthen the clinical component of teacher preparation and increase teacher retention. That's how the institution acts as an agent of social change.*

Not surprisingly, paraprofessionals themselves had equally strong feelings about such program benefits. Freda Nells, for example, got her A.A. degree years ago, then went to work as a floral manager to support her four children. The Ford/Navajo Nation program *(see program profile, Appendix A-1)* is giving her the chance to continue her college education locally and do what she always wanted to do—teach. She's the first of six children to pursue postsecondary education. Although nobody was there to encourage her while she was growing up, she nonetheless wanted "to do something else, *be* something else." Once she got started, she wanted more education, and now she's encouraging her children to go to college, too.

OBSERVATION

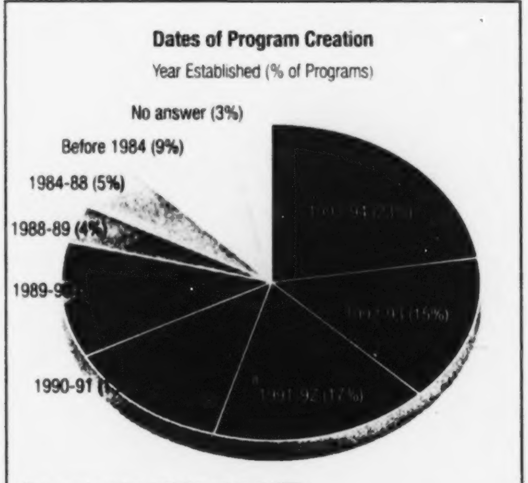
Responding programs aim at achieving a variety of ambitious goals simultaneously. Whether they aim like the Alaska Gateway School District in Tok, Alaska, to "raise education to a higher level of importance in [remote] villages"; seek to improve multicultural awareness and education (cited by a wide range of programs); or expand the pool of potential teachers of color, they harken back recursively to the aims of the career opportunity programs of the 1970s discussed in Part II. A generation later, the essential goals of these pioneering programs have not substantially changed.

Program Age

Most programs responding to RNT's survey were relatively new. Fully two thirds were established in 1990 or later; 34 programs gave 1993-94 as their starting date. RNT found a few programs, like the University of Minnesota and Minneapolis Schools' Collaborative for Paraeducators Becoming Teachers, that were about to be launched in academic year 1994-95.

At the other extreme are 13 programs reporting more than ten years of operation. Vermont College of Norwich University has been accepting paraprofessionals into its Adult Degree Program in teacher education since 1963. The Rochester Teachers Association offered partial tuition reimbursement to paraprofessionals as early as 1984, but full tuition reimbursement was not provided until the Paraprofessionals Career Ladder, "The Vital Link," was set up in 1988 as part of RTA's collective bargaining agreement. *(See also Teacher Union and Paraprofessional Association Sponsorship, Part IV.)*

Several respondents indicated on survey forms that their grant funding would run out as of summer '94. Funding parameters have many implications for these programs, not the least of which is frequently restricting admissions only to paraprofessionals who already have sufficient college credits to complete teacher preparation before the grant terminates.



(Because of rounding, total does not equal 100%.)

Program Sponsorship and Management

Most often, primary program sponsorship[6] was shared among a few key partner organizations. A community college, four-year college, university, or university system was the primary sponsor of 86 projects. (Public institutions were five times more likely to be involved in teacher education for paraeducators than private colleges/universities.) School districts, both large and small, were among the primary sponsors of 62 programs. Foundations are credited with initiating or cosponsoring 39 of the projects (*see Part IV for more information on foundations actively investing in this area*). The U.S. Department of Education is cited as a primary funding source for 32 programs and the U.S. Departments of Labor and Energy for one each (*see Part IV for discussion of related federal activity*).[7]

State, county, regional, or tribal education agencies initiated or were involved in creating 25 of the programs (*see Part IV for discussion of related state activity*). State legislatures had a hand in creating 17. Teacher unions or paraprofessional associations backed 15. Consortia and/or corporate sponsors endorsed several programs. Cooperation from independent schools was mentioned only once. The Tomas Rivera Center, a policy studies institute located at the Claremont Graduate School in California, was instrumental in developing the exemplary Latino Teacher Project at the University of Southern California (*see program profile, Appendix A-2, for full description*).

With regard to the day-to-day management of the programs, well over three quarters reported that they are run by organizations under public control, although public-private partnerships and consortia are common. Most programs (108, or 72%) are managed by colleges/universities offering undergraduate- or graduate-level teacher preparation or by schools or school districts (31, or 21%). Among the district-run programs are Milwaukee's and Los Angeles' alternative certification programs that provide mentoring and supervision to so-called "intern" teachers who have already earned the baccalaureate degree.

Among the 108 postsecondary organizations, community colleges are responsible for day-to-day program management in only nine instances. However, there are at least 30 community colleges sponsoring or collaborating on paraeducator-to-teacher programs, all of which have established formal links with nearby four-year colleges/universities, so that paraprofessionals can move on to teacher education course work after completing general education requirements at the two-year institution.[8]

The quality of the links between community colleges and teacher education institutions represents a crucial element in the usefulness of these programs to their participants. For example, although college faculty are usually assigned to advise students transferring from community colleges, earlier advising and counseling were advocated by some respondents as a way of addressing problems commonly associated with lack of information and inadequate articulation agreements. East Carolina University's director of teacher education Parmalee Hawk wonders when intervention should optimally begin: "Despite incredible motivation to improve, many individuals struggle with basic skill

Program Sponsorship*

Primary Sponsors	Number of Programs	% of Programs
College or university	86	(58)
School district/local board	62	(42)
Other	42	(28)
Foundation(s)	39	(26)
U.S. Department of Education	32	(22)
State education agency	25	(17)
State legislature	17	(11)
Union/para association	15	(10)
Consortium	9	(6)
Individual(s)	4	(3)
Individual school	2	(1)

*Respondents could select more than one answer.

deficiencies. The community colleges should do the nuts and bolts early and counsel them into appropriate courses, so they're not set up to fail when they get here. Many of these folks take a teacher assistant certificate program at the community college, then find out there's no articulation agreement and the course work doesn't count at the university level."

Union Involvement

There are at least four national unions that include "classified" or "educational support" personnel among their membership—the American Federation of Teachers (AFT), the National Education Association (NEA), Service Employees International Union (SEIU), and the American Federation of State, County, and Municipal Employees (AFSCME). Limited data are available on paraeducators as a discrete group within each of these unions and collective bargaining agreements specifying career ladders for paraprofessionals (where they exist at all) vary greatly from one union local to the next. With some notable exceptions, it has proved difficult to gauge direct union investment in teacher education opportunities for paraprofessionals. However, union locals serving paraprofessionals cosponsor or collaborate on (but typically do not manage) 17 (or 11%) of the programs that responded to RNT's survey. (*For additional information on union activity in this area, see Part IV.*)

A True Institutional Collaboration

California's Intersegmental Coordinating Council offers a rare example of educational systems working together "to ensure that underrepresented students at each educational level are adequately prepared to succeed at the next level, and that at each level the students are encouraged to consider teaching as a career" (Wilson, 1991).

One of the California State University System's teacher diversity initiatives is CSU/Fullerton's Teacher Track Project (*see program profile, Appendix A-7*). To increase the number of underrepresented students in teacher education, the School of Human Development and Community Service at CSU/Fullerton approaches teacher development *comprehensively*, providing support for high school students, community college students, and instructional aides who wish to pursue a teaching credential in a 1 + 2 + 2 + 1 sequence (i.e., the last year of high school, two years of community college, two more years to complete the baccalaureate at CSU/Fullerton, and another year at the university to earn a teaching credential).

TTP is designed to:

- recruit minority candidates who have demonstrated a commitment to and competence with children;
- strengthen candidates' basic skills in order to improve their performance on competency tests;
- ensure that candidates enroll in appropriate courses in the community college and the university and provide academic, personal, and professional counseling to support them at each stage of their education; and
- expose high school students to opportunities in the teaching profession and provide them with information on how to obtain a teaching credential.

BEST COPY AVAILABLE

Notes

[1] RNT received 151 usable surveys in all, describing individual or multisite programs. To avoid duplication of program data provided by individual sites, the ***multisite summary information*** from two surveys (Connecticut's statewide TOP program and the Navajo Nation's multistate tribal Teacher Education Program) was deleted from program totals. Overviews of these programs are reported in program profiles (*see Appendices A-3 and A-1*). RNT also identified approximately 40 other programs for which no survey information was obtained; many had not started at the time of RNT's data collection. NB: The Program Directory (*see Appendix G*) lists all identified programs, coded as to their survey status.

[2] Darling-Hammond, Linda. (November 1994). "The Current Status of Teaching and Teacher Development in the United States." Background paper for the National Commission on Teaching and America's Future.

[3] While the demand for minority teachers has become acute, in districts responding to a recent national survey of recruiting trends (Scheetz, 1995), the percentage of new minority teachers hired had dropped by more than 50% over the past three years. Of 8,678 new teachers and other professional staff hired in 1994-95 by 278 responding school districts, 12.6% were minorities. The percentage of new hires reported in 1993-94 was 18.1%, and for 1992-93 it was 26.9%. While demand for minority teachers was "very high," minority job applicants "were almost impossible to find and hire. When minority applicants were identified, competition from several school districts was furious" (p. 1). The study concludes: "Unquestionably . . . school administrators are anxious to identify and hire all the ethnic minorities they can find" (p. 3).

[4] North Carolina Association of Educators. (April 1994). *Minority Educators—An 'Endangered Species': The Trend Continues in North Carolina's Public Schools.*

[5] Shortages can be expected to proliferate across these and other high-need areas as the rate of veteran teacher retirement accelerates toward the end of the decade, helped along by early retirement incentive programs offered by districts anxious to save money. In the same period, the number of classroom teacher positions in elementary and secondary schools is projected to grow, driven by expected increases in school enrollments. The National Center for Education Statistics projected a 1.8% annual rate of increase between 1993 and 1999 in the number of classroom teachers (NCES, 1995).

[6] A program is apt to have been created and funded by more than one primary *sponsor* and may operate in *partnership* with other programs and/or organizations, but one institution is usually responsible for day-to-day project ***management*** or coordination.

[7] Some 42 programs in all identified the federal government as a source of funding.

[8] RNT received a number of surveys reporting community college paraprofessional training programs leading to the child development associate degree or to a certificate. For purposes of this study, such programs and those community college programs lacking any clear link to university teacher education were not counted.

A Profile of Participants

Responding programs are serving over 9,000 participants. If paraprofessionals are included who currently participate in state-supported programs in numbers not entirely captured by the survey—1,500 attending Texas colleges and universities this year under the Texas Teacher Recruitment, Retention, and Assistance Program and 605 participating in California's brand-new Paraprofessional Teacher Training Program—the total number could easily top 11,000 *(see Part IV for more information on state-sponsored activity)*. Even that number is conservative if the approximately 40 programs which RNT learned about but received no survey information from are taken into consideration. Furthermore, given the many teacher education programs that enroll but do not identify or target paraprofessionals in any way, the number of paraprofessionals actually in the teacher education pipeline is certainly far greater than the number turned up by our survey.

Paraeducators enter teacher preparation programs with considerable classroom experience. Three quarters of the programs in our survey reported having participants with between four and 15 years in the classroom. Some programs accept participants with a year of experience or less; at the other extreme are individuals with 16-25 years of classroom experience. A Pathways Scholar at Drexel University's Pathways to Teaching Careers Program spoke for many we met: "I've been working with the school system since 1970. I always wanted to teach—it didn't matter what grade or what type of child—and the program has allowed me to do it. I know what it's about, I know what I have to do, I'm not a rookie. I have confidence in myself and in my ability to do a good job."

At Cleveland State University, an expansion site for the DeWitt Wallace-Reader's Digest Fund's Pathways to Teaching Careers Program (*see program profile, Appendix A-9*), Tomorrow's New Teachers program coordinator Connie Sallee targets mature paraprofessionals who have demonstrated outstanding classroom competence and have accrued at least two years of higher education, with a minimum 2.75 GPA. In Sallee's view, "Their perspective, their very presence enriches classes. Faculty tell me how good these students with their wealth of experience are for other [traditional-aged college] students. These women have been teaching as instructional aides for practically longer than those kids have been *alive*."

▼

> "Their perspective, their very presence enriches classes. Faculty tell me how good these students with their wealth of experience are for other students. These women have been teaching as instructional aides for practically longer than those kids have been *alive*."
>
> —Tomorrow's New Teachers/Cleveland State University program coordinator

• PERSPECTIVE •

In her mid-30s, with three children, Irene Bizahaloni was the first Ford Scholar to graduate from Northern Arizona University in the Ford/Navajo Nation Teacher Education Program after what seemed like eons of part-time college study toward her goal of becoming a bilingual elementary or middle school teacher. Her 12 years of experience as a teacher assistant in the primary grades and grade seven (in Bureau of Indian Affairs schools and the public school in her hometown of Pinon on the reservation) helped her with course work at the university. "I really knew what the professors were talking about, whether it was curriculum development or classroom management. Professors give a perfect picture—of discipline, for instance. Your average new teacher will just wring her hands and cry when faced with a tough discipline problem for the first time, but I know it's a different world out there. I know what to expect."

A number of paraeducators we met were actually teachers in their native land, prior to immigrating to the United States. Somphone Noy, one such teacher, was an experienced practitioner in her native Laos. She first attended Milwaukee Area Technical College, then transferred to Alverno College's Education Assistant Degree Completion Program while she worked as a paraeducator in the Milwaukee Public Schools' first program for Southeast Asian children. There she helped the teacher to work with the children who lacked English skills and to understand their culture. "Children are children, regardless of the culture," she told us. "Take children as they are, with what they bring, and work from there." She follows that philosophy teaching first grade at the same school where she worked as a paraeducator ("they know me, trust me, and give me suggestions"), and is studying for a master's in education at Mount Mary College.

The age range for participants in all reporting programs is quite broad (18 to 55). However, over two thirds of the programs report the age of their participants as between 31 and 40 years.[1] The first graduate of Connecticut's Teaching Opportunities for Paraprofessionals program (TOP, *see program profile, Appendix A-3*), Barbara Gordon Cobb, is a 51-year-old grandmother in her fourth year of teaching kindergarten at Hartford's Martin Luther King, Jr. Elementary School. She only wishes that the program had come along a decade or two sooner. Cobb became a paraeducator in 1972, fell in love with her job, and began taking courses at the University of Hartford right away to equip herself better for serving the children.

"I'm not a rookie. I have confidence in myself and in my ability to do a good job."

—Drexel University Pathways Scholar

At first she didn't think she would become a teacher, but over the years she took so many courses that she only lacked two semesters, including student teaching, when she entered TOP in 1990. "Do I really need student teaching," she wondered, "after 18 years in the classroom?" Then she realized, and not for the first time in her long career, "there's always more to learn."

She told us being African-American helps her to relate to her students and to their parents, but that alone isn't enough:

> *The key components are trust and genuine concern. I let the parents know we all have the interests of the children at heart. Teaching's a 24-hour job, seven days a week. You have to feel, you have to have it in here. That's what makes the difference. You can graduate at the top of your college class, but it doesn't matter how high your grades were if you don't believe that the children are worth all the effort you put into the job. My philosophy comes down to this: Each child is like a precious jewel.*

You have to cultivate each one, keep trying and keep working. I treat and teach my students the way I expect my grandchildren to be treated and taught. I give and expect nothing less.

OBSERVATION

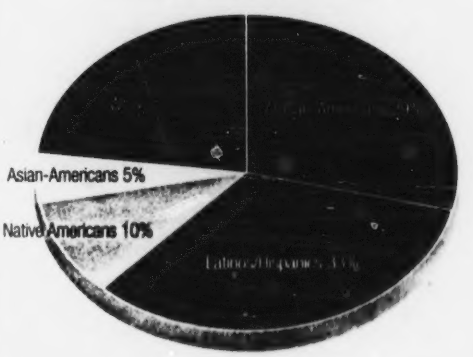
As both Kaplan and Pearl found in their earlier investigations of the federal Career Opportunities Program (COP), life experiences of paraprofessionals are a distinctive and important component of paraeducator-to-teacher programs. As Kaplan observed: "The transcendent force and the dominant fact about COP was the paraprofessional participant." Contemporary educators and policymakers attracted to "student-centered" programs would do well to study the attributes of these programs, which seek to use paraprofessionals' wealth of classroom experience as "working capital" toward a new model of teacher preparation.

Gender, Ethnicity, and Program Size

Not all programs keep track of participants' gender or ethnicity. In programs that do provide such information on current participants, women greatly outnumber men by nearly five to one (7,522 women; 1,540 men). This 17% male participation rate trails just slightly the 19% male participation rate in teacher education generally. When paraprofessionals' ethnicity is specified, it is clear that reporting programs are doing an excellent job of attracting people from groups that are underrepresented in teaching—an impressive 77% of participants (average based on reporting programs, representing 5,680 participants). This figure far exceeds the 8% average minority participation rate in undergraduate teacher education nationally (Darling-Hammond and Cobb, 1996), as well as the 22% of students preparing to teach in urban settings (where prospective teachers of color are more likely to be found) who are from historically underrepresented populations (AACTE/RATE VII, 1994).

Program size ranges from an estimated 3,000 participants annually in New York City's Career Training Program[2] to the one-person program in the Alaska Gateway School District. However, in 1993-94, programs reported size distributions shown in the table on page 35.

▼ *Steve Taylor, TOP graduate*



Ethnicity of Program Participants

Twenty-three programs indicated an increase in size over the previous year; ten indicated a decrease; and 21 remained the same size. (Many survey respondents omitted this information.)

The New York City program alone is responsible for over half of all paraprofessionals who have already entered teaching reported in this survey. The Career Training Program *(see program profile, Appendix A-4)* was created not only to promote career ladders for paraprofessionals, but also to increase their access to higher education and to expand the pool of potential teachers in general and teachers of color in particular. Since its inception more than 20 years ago, the program reportedly has served some 15,000 individuals: about 6,000 have received the baccalaureate degree; approximately 5,300 have earned teaching credentials and been placed in urban teaching positions.

Number of Paraeducators Served in 1994

# of Individuals Served	# of Responding Programs
1-10	28
11-20	33
21-50	45
51-100	23
101-500	15
501-1000	0
1000+	1
No response	4

Applicants and Dropouts

The vast majority of project coordinators had no difficulty finding enough interested applicants for the program (127 vs. 16 experiencing difficulty). Half of the coordinators reported turning away qualified individuals for lack of funding. Almost one third turned qualified applicants away for lack of space in their program.

The average drop-out rate for paraeducator-to-teacher program participants is exceptionally low[3] at a mere 11% (the median is an even lower 7%) despite the long haul to licensure (especially the extra time needed to obtain a postbaccalaureate credential, as required in California, for example). High retention is no doubt due to factors discussed in Part II (and below) and to paraeducators' generally satisfactory performance in teacher preparation programs.

Program Outcomes

In 122 programs that reported information on outcomes, 10,076 paraeducators have graduated since program inception; 8,603 (from 111 reporting programs) have earned teaching credentials; and 9,332 graduates from those programs have been hired to teach full time in areas targeted by the program, some on emergency waivers pending licensure. *(NB: The recent vintage of many programs and coordinators' inability to track students adequately limit data collected around these important questions.)* Graduation, credentialing, and job placement outcomes are not, however, evenly distributed across programs. In fact, a very small number of programs (the New York City Board of Education's Career

Training Program and Nova Southeastern University's program in Florida are prime examples) are responsible for the largest incidence of aides becoming teachers. Generally, program coordinators themselves are the first to admit it's too soon to boast of success in preparing and placing great numbers of teachers. (*See Outlook for more information on program evaluation.*)

OBSERVATION

These numbers, while tentative, are nonetheless impressive from a number of standpoints. First, it is estimated that some 16,200 teachers of color are hired annually in the United States.[4] Thus, given their 77% average minority participation rate, paraeducator-to-teacher programs' potential contribution to a more ethnically diverse teaching cadre cannot be overlooked. Second, high rates of beginning teacher attrition, particularly in urban settings (where they can reach 30%-50% over five years) underscore the need to prepare teachers better for the challenges of urban and disadvantaged classrooms. Paraeducators, with a wealth of classroom experience and lower rates of program attrition are, it can be surmised, more likely to stay the course and be less susceptible to the "classroom shock" that is well documented among beginning teachers. Finally, studies indicate that the nation annually hires some 50,000 unqualified teachers through temporary licenses, waivers, and emergency certification. Paraeducators who have been well prepared in thoughtful programs can help slow "the parade of short-term substitutes, inexperienced teachers who leave before their first year is up, and beginners with little or no preparation"[5] that currently comprise the instructional force of all too many urban classrooms.

Program Admission Requirements

Many program designers gave very careful consideration to their admission requirements. Consider the Latino Teacher Project (LTP) in Los Angeles (*see program profile, Appendix A-2*). LTP applicants must be employed bilingual paraeducators of Chicano/Latino origin. A prospective LTP participant submits an application, undergoes a language assessment and one or more interviews, submits a transcript for review (minimum GPA is 2.7), and gathers recommendations from the principal, teachers, and others familiar with his/her work. Norma Lozoya-Mota, field representative for SEIU Local 99 and a former Los Angeles paraeducator, takes part in the rigorous selection process, which she considers the strength of the program. "We spend hours trying to figure out which paraeducators are going to make good teachers. We look hard at their performance in the classroom because we

▼

> "The basic notion is to look at prior success in teaching. No teacher education program looks at prior success with students. LTP links with everything learned through research that says an elongated teaching practicum is needed."
>
> —Dean, School of Education,
> University of Southern California

can provide a lot of support, but they need a good foundation to build on. That's what helps us to retain our people and keep them going."

Dr. Guilbert Hentschke, dean of the School of Education at the University of Southern California, especially likes the idea of investing in teacher candidates who are most likely to remain in the classroom. The LTP, he asserts, is both a way to increase the number of bilingual educators and, potentially, a new model for teacher education. "The basic notion is to look at prior success in teaching. No teacher education program looks at prior success with students. LTP links with everything learned through research that says an elongated teaching practicum is needed."

Program admission requirements reported by RNT's survey respondents are shown in the accompanying table. Close to two thirds of paraeducator-to-teacher programs require an applicant to obtain the local district superintendent's recommendation. A similar number will consider for admission only those candidates currently employed as paraeducators. About half of the programs with this requirement specify no minimum amount of work experience; the remainder specify anywhere from eight hours per week to five years of experience, with one year of employment the most common threshold.

Just over one third of the responding programs seek applicants who have completed college credits ranging in number from "some" to 64 (60 credits being the typical minimum for undergraduate programs). Graduate-level programs (19 of them) normally expect applicants to hold the baccalaureate degree.

The responding programs generally appeared to place greater stock in interviews, recommendations, and personal statements than some other commonly used indicators of academic achievement, such as GPA, entrance exams, or SAT scores. Programs that do specify college GPA requirements set the minimum anywhere from 2.0 to 3.25. Nearly half of the 62 programs that report taking academic standing into account require a 2.50 college GPA for admission.

Admission Requirements
(multiple responses allowed)

	Number of Programs	% of Programs
Other*	114	(77)
Recommendations	96	(64)
Employment as a paraeducator	93	(62)
Interview(s)	83	(56)
Personal statement	74	(50)
High school diploma or GED	64	(43)
Academic standing (GPA)	62	(42)
College credits	54	(36)
Commitment to teach in same school/district/state	48	(32)
Minority status	43	(29)
Passing score on entrance exam	32	(22)
Bilingual proficiency	22	(15)
Study full time	20	(13)
Bachelor's degree	19	(13)
State residency	16	(11)
Other state requirements	14	(9)
Associate's degree	11	(7)
Minimum SAT/ACT score	7	(5)
None	4	(3)
No answer	1	(1)

**Respondents typically used the "Other" category to elaborate on admission requirements*

• PERSPECTIVE •

Jonas Calderon escaped from the civil war in El Salvador when he was 15. After graduating from the University of Southern California with the assistance of the Latino Teacher Project, Jonas returned to teach at the Foshay Learning Center, a K-10 school in South Central Los Angeles, where he had worked as a teaching assistant. "A lot of college students made fun of LTP students for wanting to be teachers and not making lots of money. Money has never been big in my life because I never had any. What I'm thankful for in my background is the education my mom and my teachers gave me. I hope to make students see the value in education. The neighborhoods around here are . . . scary. I think the only way to change that is through education. I don't think I can change the world, but maybe I can make a little difference in some students' lives, kids in my neighborhood. I see a lot of myself in them and in their parents, too, because of all the problems they have. If you're not there for them, God knows what they would do. You can see why I have an urgency to teach."

Almost one third of the programs require applicants to make a commitment to teach in the same school, district, or state for a minimum number of years (typically two or three) after graduation and licensure.[6] At least two link the future teacher's obligation to the number of years of scholarship support provided.

While expanding the pool of potential teachers of color was a central purpose for creating 79% of the paraeducator-to-teacher programs, only 29% use minority status as an explicit requirement for admission. In three programs, minority status is "preferred" rather than required; experience with diverse cultures is considered a plus. When preparation of bilingual educators, hearing-impaired educators, special educators, or other select field is the main focus, applicants are naturally expected to have applicable experience or skills relevant to that field, in addition to other requirements.

OBSERVATION

By any measure, paraeducator-to-teacher programs are succeeding in creating a more diverse pool of potential teachers. With a 77% average minority participation rate, paraeducator-to-teacher programs are some nine times more diverse than the current pool of B.A. candidates in education. Their minority participation rate is almost six times greater than the minority participation rate among current teachers.

There is, with good reason, much keening about the shortage of minorities in teaching today.[7] However, the fact that half of the reporting programs had to turn qualified applicants away for lack of funding, and a third curtailed enrollment for lack of space confirms Gordon's (1991) observation that "the question is not one of supply but, rather, demand. There are enough *potential* teachers of color in our schools [*emphasis added*]. What is lacking is the demand by society that those individuals are provided with an adequate education so that all children will have the opportunity to choose teaching as a profession" (p. 76).

▲ *Isabel Meli, Pathways Scholar, Cambridge College*

Indeed, at the first national symposium for paraeducator pathways into teaching[8] in June 1995, there was a good deal of discussion about the depth of the recruitable pool of paraeducators into teaching. Funding and time (to program completion) limitations were cited as constraints that forced many program directors to artificially restrict their participant pool to those candidates who had the greatest likelihood of graduating within the time parameters dictated by the length of the funding cycle. The history of the COP program (*see Part II*) suggests the potential depth of the recruitable pool is far greater than participant data obtained by RNT's survey would indicate, as well.

Notes

[1] The National Center for Education Statistics' Profile of Older Undergraduates: 1989-90 compares older undergraduates (24 years or older) with younger undergraduates along a number of dimensions. Highlights include: 42% of all undergraduates were 24 years or older (39% of male undergraduates, 45% of females); 59% of older undergraduates attended a public less-than-four-year institution, compared with 33% of younger undergraduates; older undergraduates were predominantly part-time students (only 31% of older students attended full time, cf. 73% of younger students); older students were more likely to work full time or not at all while enrolled, younger students were more likely to work part time.

[2] New York City's large Career Training Program did not provide ethnicity data. Therefore, its participants were not included in the ethnicity breakouts reported on pages 34-35.

[3] Attrition rates in teacher education nationally are extremely difficult to come by. AACTE could provide us with no such data. In "Paraeducators: New Plumbing in the Teacher Education Pipeline," Hentschke, et al. (no date) calculated SCDE attrition at roughly 40% based on the authors' estimates of SCDE attrition rates ranging from 20% (usually at selective private institutions) to 70% (at urban state colleges). Pigge's (fall 1992) longitudinal study of 550 education majors' persistence in teacher preparation set the attrition rate at 35%. Richburg, et al. (forthcoming) have noted that in large teacher education programs, only 30% of enrolled students typically graduate. Of those who graduate, only 40% will teach—either because they could not find a job where they wanted to teach, or they decided, after student teaching, that the profession didn't suit them.

[4] Harris, Louis. (1993). LH Research, based on Department of Education and Bureau of Labor Statistics data.

[5] California Commission on the Teaching Profession. (1985). *Who Will Teach Our Children?*

[6] Most prospective teachers prefer to teach in their hometown or in a geographic region near home (AACTE/RATE VII, 1994). The majority of preservice students surveyed by AACTE/RATE VII (1994) are not disposed to teach in an urban context—only one in five prefer a major urban setting and only one in 15 are willing to work with large numbers of non-English-speaking students. As paraeducators often are hired to teach in the same school or district where they had been working (and living), fulfilling such an obligation usually presents no problem.

[7] See, for example, Foster, Michelle. (October 1989). "Recruiting Teachers of Color: Problems, Programs and Possibilities"; and James, J. R., ed. (1993). *Recruiting People of Color for Teacher Education.*

[8] Recruiting New Teachers, Inc. hosted the first national symposium devoted to paraeducator-to-teacher programs on June 9-11, 1995, in Pasadena, California. Cosponsored by the DeWitt Wallace-Reader's Digest Fund, the Stuart Foundations, and the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs, the symposium gathered together 145 participants from over 20 states and Canada.

BEST COPY AVAILABLE

Overcoming Barriers to Participation

When one considers all the obstacles facing paraeducators in their quest to become full-fledged licensed teachers, the number actually reaching their goal seems all the more impressive. By far the toughest barrier to career advancement for paraeducators is financial—the inability to give up a salary and benefits when paying for tuition, fees, books, and related college/university costs. The second greatest hurdle (as expressed by the respondents to our survey) is basic skills testing required for entry to a teacher preparation program. *(See Support Services, below.)* Other barriers are logistical—for example, child care difficulties, or the lack of institutional flexibility in course scheduling that prevents paraeducators, who are trying to juggle college, family, and work (4-6 hours a day, and more for those who hold a second job), from taking courses at convenient times (e.g., before and after school, evenings, summers, weekends) and in convenient places (e.g., local school sites or regional centers). Finally, program directors indicated that limited English proficiency is a problem for a number of program participants.

Barriers to Paraeducator Career Advancement
(multiple responses allowed)

Barriers	**% of Responding Programs**
Financial	73
Basic skills testing	41
Child care	34
Time commitment for licensure	32
Limited English proficiency	28
Institutional inflexibility	25
Testing required for program exit	22
Fulfilling student teaching requirements	21
Transportation	20
Other	19
Licensure procedures	16
Denial of work credit	15
Poor articulation between 2- & 4-yr. colleges	9
Remote/inconvenient location	9
Resistance to paras becoming teachers	8
No answer	3
Conflicts with union	1

Although only 12 coordinators cited resistance to paraeducators becoming teachers as a barrier, those who did mention it spelled out the many forms resistance to paraeducators' higher aspirations can take, e.g., dissension from family members whose lives are disrupted; disapproval from community members who frown on wives getting more education than their husbands; denigration from peers and teachers at school who see "just a para" rather than a potential teacher; discouragement from policymakers or college officials who refuse to credit years of classroom experience toward requirements for the practicum and introductory course work. "We have tried and tried and tried," says a rather exasperated project director of unsuccessful attempts to secure articulation agreements between four area universities and his urban community college's Educational Personnel Program. Until summer '94, he reports, graduates of Richland College's EPP had to commute outside Dallas to continue in a university teacher education program that would accept their credits.

• PERSPECTIVE •

Many paraeducators who participate in these programs have faced a wide range of challenging life experiences. For example: Jorge Monterroso is a teaching assistant at Northside Learning Center, a high school for youngsters aged 15-21 with moderate cognitive disabilities. Even before she became his official mentor, Marsha Calabrese, a special educator with ten years of experience in the Chicago schools, had noticed Jorge's "special qualities"—the way he treated children, his potential for teaching, his bilingualism. For Jorge, Northeastern Illinois University's Minority Personnel Preparation Project for Bilingual Special Educators (*see program profile, Appendix A-6*) is a dream come true. Although he had come to the U.S. from Guatemala with an accounting degree, he went to work in a factory because his English was poor, and he believed he "was good for nothing." When a back problem forced him to leave factory work, he switched to driving a school bus part time ($37 per day, no benefits). Eventually, after a principal encouraged him, he applied for a special education aide's position and began a steady march toward his dream. "You have to have heart to work with kids with special needs," he says. "You don't do it for the money." Now in the NEIU program, Jorge's closer to his goal of becoming a special educator. His biggest worry is passing the writing competency test, which is a major hurdle for Jorge and others in the program.

Elliotte Boggus, a counselor at Rancho Santiago Community College's Santa Ana campus, works with students in California State University/Fullerton's Teacher Track Project (*see program profile, Appendix A-7*). "The biggest challenge is keeping attuned to first-generation college students who are uncomfortable with changes they're undergoing," he observes. "Every class they take, they become a little newer. Generally aides' families are supportive, but occasionally I hear from women whose husbands tear them down because they feel threatened." Counselors like Boggus encourage traditional husbands to view their wives' education as a common goal for the family that will help everyone to do better.

For students who are the first in their family to attend college ("first-generation" students)[1] and reentry adults who have been out of school for a while, the demands of college can be daunting. Those whose undergraduate performance years ago may have been lackluster may be returning to college with renewed determination and career focus, but without the repertoire of study and time management skills needed to succeed. Others may be intimidated by changes in campus culture, technology, or the natural anxiety of wondering whether they will make the grade.

Another problem is the lack of self-esteem plaguing some students, even high-performing teacher assistants. A Drexel Pathways Scholar with 15 years of classroom experience admitted: "Every time we had staff development meetings at school, I never felt confident enough to give my own ideas and opinions. I didn't think I knew enough . . . . Now I feel like I have a lot to contribute. At the last staff development meeting, I had more to offer than some of the teachers I had conversations with that day. The program really helped me a lot that way."

Unfortunately, even peers can serve to reinforce a paraeducator's self-doubt with "Who-do-you-think-you-are?" attitudes and confrontations. Professor Dick Haynes of Western Carolina University in rural Cullowhee, North Carolina, told RNT he has seen the problem of "learned helplessness" handicap the development of professional self-concept among students in the TACT (Teacher Assistants-Certified Teachers) program there. It takes advisors with "a streak of brood hen" to keep encouraging TACT students, help them pick community college courses that transfer to the university, and be sensitive to their individual situations. Haynes is especially proud of several TACT students who overcame lack of confidence and went on to earn Outstanding Prospective Teacher awards given by the university on the basis of high GPA and recommendations.

He also points out that something as simple as indicating transferable courses in a community college catalogue would save paraeducators time, money, and missteps, as would better academic advising, stronger articulation agreements between two- and four-year colleges/universities, and more university administrator sensitivity toward and interest in paraeducators on the teacher track.

Incentives and Accommodations

The programs responding to RNT's survey employ a wide variety of strategies to help paraeducators advance their careers. Many offer financial incentives, such as full or partial scholarships, stipends or salary replacement, or a reduction of institutional fees *(see table)*. Respondents believe these financial incentives to be the most important strength of their programs and the most important tool in helping to move paraeducators toward careers as licensed teachers.

Incentives for Paraeducator Program Participants
(multiple responses allowed)

Incentives	% of Responding Programs
Other*	73
Scholarships (full or partial)	71
Book/supplies allotment	40
Stipend/salary replacement	36
Reduced/waived fees	32
Preference in hiring	25
Child care tuition assistance	9
Transportation assistance	8
None	7
Low-interest loan	6
Loan forgiveness	5

**Respondents typically used the "Other" category to elaborate on incentives provided.*

Understandably, a student's eligibility for continuing financial assistance could terminate for one or more reasons: unsatisfactory academic performance (54% of responding programs); when a certain amount of time elapsed (17%); after a total dollar amount was reached (7%); or any of the following other reasons: withdrawal from the program; termination of school district employment; and failure to attend or participate in activities. Typically, candidates receiving financial assistance who drop out either don't receive reimbursement for tuition they paid up front or, if scholarship monies have been advanced, must repay them as a loan.

Some program directors, understanding the importance of these incentives but lacking the required resources, resort to imaginative alternatives in an effort to make their programs financially feasible for participants. For example, one program director, whose grant did not pay tuition or stipends, contracted for development of teaching materials by students to offset their expenses.

Beyond financial assistance, programs also offer a range of other accommodations and support services *(see also Appendix D)*. The most popular accommodation is providing support for meeting state requirements (113 programs, or 76% of all respondents). Many programs allow the practicum to be completed at the paraeducator's place of employment (74%), and many permit paraeducators to maintain salary and benefits during the practice teaching experience (64%).

Nearly 40% of all respondents report that they are able to assess and allow credit for paraeducators' life experience or prior learning, indicative of the flexibility that typifies many of these programs. For example, the San Francisco Unified School District allows participants in Teachers for Tomorrow to substitute a summer's worth of paraprofessional experience for the 45 hours of classroom observation needed to enter a credential program. In addition, 35% of the programs provide release time or substitute(s) when paraeducators attend college classes, despite its obvious additional expense.

Fewer programs arrange for paraeducators to alternate semesters of work and student teaching, and fewer still reduce the number of credits required for practice teaching. Among the exceptions:

Accommodations for Participants
(multiple responses allowed)

Accommodations	**Number of Programs**	**% of Responding Programs**
Provide support to help meet state requirements	113	(76)
Allow practicum to be completed at place of employment	110	(74)
Allow participants to maintain salary/benefits during practice	96	(64)
Assess and allow credit for life experience/prior learning	57	(38)
Provide release time or substitutes while para attends college classes	52	(35)
Arrange for paraeducators to alternate semesters of work and teaching	32	(22)
Reduce number of credits required for practice teaching	30	(20)
Waive state requirements	8	(5)

- The University of Southern Mississippi's Student Teaching Option for Teaching Assistants reduces by one third the 12 weeks of full-time student teaching required by the state.
- Armstrong State College's Pathways to Teaching Program in Savannah, Georgia, lets student teachers begin the practicum when school opens, which is five weeks earlier than the start of the college term, and many Pathways Scholars at Armstrong State College can substitute a six-to-eight-week internship for the ten-week student teaching experience.
- Competency-based programs, like the University of St. Thomas' Collaborative Urban Educators Program in Minnesota and VermontCollege/Norwich University's Adult Degree Program, favor paraprofessionals who can more readily demonstrate desired outcomes than generate credit hours.

One telling result of this portion of the survey is that just eight programs reported waiving state requirements for teacher education. Much more common are accommodations designed to bring participants to the point where they would be able to meet normal state requirements. Richard White, associate professor of special education at the University of North Carolina/Charlotte, succinctly describes the needs of paraprofessionals served by the Regional Paraprofessional to Professional Program at his institution: "The paraprofessionals are able. They are motivated . . . . They are also poor and need financial support to attend the university. Money solves this problem. They also need institutions—schools and university teacher education programs—willing to support alternative students and make simple but necessary modifications for them."[2]

Support Services for Participants
(multiple responses allowed)

	% of Responding Programs
Academic advising	81
Tutoring	67
Personal counseling	58
Academic skill development	52
Cohort development	51
Mentoring	48
Test preparation	46
Building self-esteem	46
Career/job counseling	39
Teacher resource center	22
English as a second language	20
Child care services	20
Alternative assessment	15
No response	1

Support Services

The supports these programs offer to their participants don't stop with money and procedural accommodations. As mentioned earlier, on balance there are relatively few dropouts from paraeducator-to-teacher programs. One explanation for their enviable retention rate is the wide range of formal and informal support services most programs make available to their paraeducators. Like flexible scheduling and financial aid, these support services are seen as critical components of program success by participants and coordinators alike. Respondents from virtually every program reported multiple support services for participants (*see table*).

Academic advising heads the list of essential support services in paraeducator programs precisely because program coordinators realize it can often be such a hit-or-miss affair at many institutions. Student Services officials usually do not assign advisors to students who attend part time, in the evenings, on weekends, or during the summer term. Even when faculty advisors are routinely assigned, paraeducators typically get little or no academic advising because they cannot drop work or family responsibilities during the day to stop in for a chat during posted faculty office hours. It's not uncommon for a paraeducator program applicant to present a transcript with 130 credits that lead absolutely nowhere—a legacy of failed advisement regarding course selection in the past. In all too many cases, participants with years of classroom experience enroll in introductory courses they might have waived, if they had been better advised. Similarly, many unwitting community college students take courses that universities won't accept for transfer credit. Careful academic advising is critical to prevention of these unnecessary obstacles to academic accomplishment.

Cohort development that occurs by design rather than by chance involves participants in mutually supportive relationships. It tends to be of two sorts. Some program coordinators try to do

Advising and the Student-Constructed Major

Student-constructed majors make extra demands on academic advisors at Fort Lewis College in Durango, Colorado, a site of the Ford/Navajo Nation Teacher Education Program (*see program profile, Appendix A-1*), but faculty are finding that investment pays off. A student-constructed major contract is designed in consultation with the student's academic advisor prior to the end of the first trimester of the junior year. An individualized degree program, such as Bicultural Studies, integrates previously earned college credits (typically 70 hours, taken at San Juan College/Farmington, Pioneer College, Navajo Community College, or Fort Lewis College itself) with additional upper-division course work to complete a bachelor's degree and the requirements for New Mexico or Arizona certification in elementary education in an accelerated fashion. This strategy allows a greater range of course work (frequently interdisciplinary) to be counted toward the degree, thus meeting the specific needs and talents of prospective Navajo teachers. The advisor reviews each student's plan to ensure that it includes, in addition to general distribution requirements, at least 30 semester hours of professional education and at least six semester hours of student teaching, and 17 semester hours in Navajo language and culture. (Although their plans are individualized, students in the Ford/Navajo Nation program proceed as a cohort through the professional and Navajo language and culture course sequences.) The contract must be approved by the advisor, the appropriate school dean, a representative of the Curriculum Committee, and the vice president for academic affairs at Fort Lewis College.

Meeting Participants' Needs

- Arizona State University's College of Education coordinates the Urban/East Valley Teacher Corps Program for 150 bilingual/biliterate instructional aides working toward the B.A. in education and teaching positions in Valley schools. Eight school districts, two community colleges, and the University formed a partnership to assist and mentor Teacher Corps participants. In addition to release time, tuition support, and assistance with books and materials, participants are eligible to apply for low-interest loans to cover their living expenses from a $600,000 kitty earmarked by American Express and the First Interstate Bank. College of Education dean Leonard Valverde has also been working on a plan to make local "rehabbed" housing available to low-income Teacher Corps paraprofessionals.
- Brenda Wright had a B.S. in home economics and some high school teaching experience when she came to live in rural northeastern North Carolina. She should have been all set, but no positions were available locally in her field. She worked as a teaching assistant for one year, then became a permanent substitute. After starting a family, she decided to get recertified as an elementary teacher. The North Carolina Model Teacher Education Consortium (*see program profile, Appendix A-5*) was her ticket to success; in her mid-40s, she began teaching fourth grade in Roanoke Rapids.

  "People think the Consortium makes it easy, but it's not easy. Classes are on a par with anything taught on campus," Brenda asserted. Professor Barbara Perry-Sheldon reviewed her transcript at North Carolina Wesleyan and waived the student teaching requirements. She took everything else—North Carolina history, methods, etc. Brenda has nothing but praise for the Consortium; it's the teacher-preparing institutions she'd like to change: "They should give credit for previous classroom experience on an individual basis; for instance, the person who runs a computer lab should not have to take a school machines and equipment course."

block scheduling of required courses or put students through a whole sequence of courses in "lock step" and consider the common experience to be cohort development (*see also Instruction*). Others interpret cohort development as bringing participants together on a regular basis (weekly or monthly) for both social and academic group activities, sharing of experiences and information, and morale boosting.

RNT's site visits provided clear evidence of participants' enthusiasm over such group experiences.[3] To take one example: unlike paraeducators in some teacher preparation programs whose only contact is apt to be the project director, counselor, or, occasionally, a familiar face in class, California State University/Fullerton's Teacher Track students in undergraduate or credential programs enjoy the added dividend of monthly group meetings and other shared experiences which encourage mutual support and the formation of collegial attachments with peers. Advisement and peer support are essential to the survival of students who tend to be hard on themselves, are too proud to request services, and don't think to study together. "It's a formidable task to face years and years of college on one's own," observes Carol Barnes, chair of CSU/Fullerton's Department of Elementary and Bilingual Education. "Our Latinos and Latinas have many roles and responsibilities. We give them concrete strategies to get things done."

Mentoring or coaching[4] *(see also Instruction)* may be performed by the program coordinator, college faculty members, teachers, retired teachers, school administrators, graduate students, or, in the case of a nontraditional program like Prescott College's Ford/Navajo Nation teacher education initiative, by

▼ *USC/LTP cohort meeting*

• PERSPECTIVE •

The Latino Teacher Project enabled Socorro Vazquez to attend graduate school at California State University/Los Angeles where she earned the California Clear Credential. Now a Spanish teacher at the Foshay Learning Center in South Central Los Angeles, she sums up what the LTP meant to her by saying, "Before the LTP I used to feel that I was lonely out there. I was labeled 'just a TA' and a lot of teachers really didn't care much for TAs. In the program, I heard about the adventures of the other LTP TAs—one was elected to go to Mexico for a meeting and she brought back a lot of information and shared it with us—and we tutored each other whenever someone was having trouble in a class."

• PERSPECTIVE •

Steve Taylor already had years of paraprofessional experience in Bridgeport's elementary and secondary classrooms and was working a second job as a night supervisor and tutoring to support his young family when the district's personnel director told him about Connecticut's Teaching Opportunities for Paraprofessionals program (*see Appendix A-3*). "Between the two jobs I was just making it, but I never had time to go back to school to finish my undergraduate degree. The TOP program gave me that opportunity."

Once he was accepted into the TOP program, Steve received "more support than I could even imagine—preparation for the program, for the different tests that we had to take, orientation—because a lot of us hadn't been to college in six or seven years and to get back into the college atmosphere was a little difficult. They took us step by step. The TOP coordinator at Sacred Heart University was almost like a big brother; he gave us his home number in case we had any problems . . . . So they didn't just give us the money and tell us to go ahead. They took the time to prepare us and make sure we were ready."

Steve flourished in the program and is now a sixth grade teacher at Bridgeport's Elias Howe Elementary School. A lot of his students see caring adults only when they come to school and get no structure at home, he reports. They have more distractions—dead bodies, drug dealers, guns, AIDS—to deal with than he did growing up in Bridgeport. "They need role models (African-American male teachers are scarce at Howe Elementary and throughout the city), and they want and need structure, discipline. I give them both. The challenge is to get them to see there's another way besides what they see in the streets every day. I throw positiveness at them all the time."

an approved but nontraditional mentor with special qualifications, e.g., a medicine man or potter. Mentoring differs from supervision and evaluation by a "cooperating" or "master" teacher, but the three functions may be performed by a single individual. For paraeducators in field-based programs, such as Milwaukee Public Schools' Metropolitan Multicultural Teacher Education Program, mentoring is a critical component.

As is often said of productive mentoring arrangements, benefits can accrue to both mentee and mentor. Elisa Mendez, sixth grade teacher at Miramonte Elementary School (one of the largest in Los Angeles, with over 1,200 students, all from underrepresented demographic groups), recently mentored two Latino Teacher Project students in succession—David Gomez (now a Miramonte teacher whom Mrs. Mendez enjoyed guiding "because he was excited about becoming a teacher, getting right in there, not just watching or assisting but taking every opportunity to be responsible for the class as her partner"); and Leddy Ardon, who student taught at Miramonte in preparation for the Language Development Specialist Credential. Here's what Leddy had to say about her mentor (who also served as her master teacher during student teaching):

> *She taught me that creating a vital classroom environment is really important and can have an effect on the students' classroom learning. The classroom is the second home and sometimes the only comfortable and joyful home for the students. Other classrooms are dead compared to Mrs. Mendez'. She is a mother figure to me, a nurturing person who made me feel comfortable from day one. And a real motivator for me. I was ready to give my 100%, and she was there to make sure I had it.*

Cleveland State University's Pathways to Teaching Careers Program, Tomorrow's New Teachers (*see program profile, Appendix A-9*), employs a highly effective approach to mentor selection—each student picks someone with whom she already has a productive working relationship, someone whose teaching style

▲ *CSU Pathways Scholar Terrance Menefee with mentor*

and philosophy she respects. Trusting each paraeducator to select the right mentor appears to have worked out well for the current crop of TNT participants and has had the effect of encouraging deeper involvement by the mentors because they all know they were handpicked by their mentees. (Mentors are neither compensated nor trained, though they are invited to certain receptions and official TNT functions.)

Basic skills testing is one of the toughest barriers to paraeducators' career advancement. Consequently, many coordinators make test preparation workshops and individual tutoring available to participants facing entry testing (such as California's CBEST, Connecticut's CONNCEPT, and the widely used PPST), or nationally developed exit exams, such as the NTE or PRAXIS. Local 99 of the Service Employees International Union recently piloted a series of test preparation workshops for nearly a thousand Los Angeles Unified School District paraprofessionals. The success of the pilot did not escape the attention of LAUSD officials who are increasingly interested in the career advancement of teaching assistants and other paraprofessionals employed by the district.

Moreover, supports such as these test-taking skillbuilders are rarely offered in isolation. Connecticut's TOP program (*see Appendix A-3*) is a case in point. In addition to generous financial incentives, TOP provides academic and personal support to participants at all stages. Each spring the program manager coordinates a series of workshops on study skills, test preparation, instructional development, and worrisome topics, such as "What to Expect from Student Teaching" and "Making the Transition from Para to Teacher." (A needs assessment revealed exactly what participants wanted from the workshops.) The program also pays registration fees to encourage attendance at statewide professional conferences. Each cooperating college or university is asked to provide a TOP liaison plus an individual academic advisor, and each school district has a coordinator.

OBSERVATION

Many programs incorporate a value-added approach to teacher education, i.e., taking their participants from where they are to where they need to be in order to become effective as full-fledged teachers. While ensuring that they have the skills they need to succeed is of great importance, helping paraeducators overcome the barriers they face in advancing their careers is no less crucial. The bottom line is that these programs can be both resource- and labor-intensive. Virtually all paraeducators require some

▼

The bottom line is that these programs can be both resource- and labor-intensive. Virtually all paraeducators require some forms of financial assistance or accommodation; most need other, more logistical supports; and many need a lot of personal attention.

forms of financial assistance or accommodation; most need other, more logistical supports; and many need a lot of personal attention. Most programs, as a result, strive to ensure year-round accessibility to an advisor capable of providing a wide range of assistance, and designate an internal advocate (faculty member or administrator) to run interference for students in the university bureaucracy. Without these financial, moral, and logistical supports, advancing toward a full-time teaching career would be impossible, even for such a determined group of individuals as these.

Notes

[1] See, for example: Zwerling and London, 1992, *First-Generation Students: Confronting the Cultural Issues*; Rendon and Valadez, 1994, "New Wave Students and the Community College"; Tinto, 1993, *Leaving College—Rethinking the Causes and Cures of Student Attrition*; Levine and Nidiffer, 1995, *Beating the Odds—How the Poor Get to College*.

[2] NB: In addition to such interventions as academic advisement, articulation between community college and university programs, and credit for previous experience, project coordinators suggested many other strategies to help paraeducators surmount barriers to career advancement. Some examples are listed in *Appendix D*.

[3] See program profiles, especially University of Southern California's Latino Teacher Project, *Appendix A-2*, and California State University/Fullerton's Teacher Track Project, *Appendix A-7*.

[4] On the importance of mentoring to the preparation of new teachers, see: Odell and Ferraro (1992); Bey and Holmes (1990, 1992); Feiman-Nemser (1992); Huling-Austin (1992).

Program Models

Unlike the middle school- and high school-based "future teacher" programs RNT surveyed for *Teaching's Next Generation* (the companion to this study), paraeducator-to-teacher programs do not fall neatly into distinct categories. About three quarters of the projects say they recruit paraeducators into "regular" university course-based teacher education programs, while the remaining quarter provide a more tailored preparation program. But a range of other program characteristics cuts across these lines, and some program coordinators described their model as "unique in design and scope." Most of these had adopted elements of nontraditional teacher education models—field-based learning; adult degree/low residency; competency-based assessment; continuing education; summer and weekend course work; intern/mentoring; integrated learning; and links to community—to suit local preferences and paraeducators' needs. A few looked for guidance to the federal Career Opportunities for Paraprofessionals (COP) program from the '70s *(see description in Part II)*; to various district "Grow Your Own" efforts; to cross-cultural and bilingual education programs; or to the handful of well-established union-sponsored career ladders for paraprofessionals.

Eighty percent (119) of responding programs led to a bachelor's degree, while a much lower 22% (32 programs) offered a master's degree. (Some said they offered both.) However, this analysis is complicated by the presence of thirty programs (20%) which offer an associate's degree linking community college credits to upper-division course work at a college or university, and 39 other programs (26%), where postbaccalaureate course work could lead to licensure alone, skipping the master's. Given the tightening of licensure standards in an ever larger number of states (California and Connecticut, to name two), the first credential to be obtained was somewhat more likely to be "provisional" or "probationary" (93 programs, or 62%) than "full" (72 programs, or 48%), with some institutions offering both licensure options.

Generally, paraprofessionals have the option of enrolling either as part-time or full-time students; of responding programs, relatively few (13%) *expected* full-time participation. Depending on funding, number of credits needed, testing, personal circumstances, and other factors, full-time students might complete certain programs in one year, while some part-timers could take as long as ten years to finish. The average length of time to

Technical Assistance for Programs

Fewer than one quarter of all responding programs had outside technical assistance to develop one or more aspects of their program, e.g., curriculum or evaluation. Among the reported sources of technical assistance were: the U.S. Department of Education's Office of Bilingual Education and Office of Special Education, the FIPSE grant program (Fund for the Improvement of Post Secondary Education), and a regional lab (Southwest Educational Development Laboratory); the Southern Education Foundation; Bank Street College of Education (under the auspices of the DeWitt Wallace-Reader's Digest Fund's Pathways to Teaching Careers Program); the National Resource Center on Paraprofessionals in Education and Related Services; state education agencies or standards boards; and school district personnel offices. Two of these behind-the-scenes program supporters bear special mention here (*see also The Role of Foundations, Part IV*).

► The DeWitt Wallace-Reader's Digest Fund established the national Pathways to Teaching Careers Program in 1989 "to increase the number of certified teachers, particularly minorities, working in the public schools." Participants may be substitute and provisionally certified teachers or paraprofessionals who are within two full-time years of completing the bachelor's degree. Over a six-year period, the Fund has invested a total of $40.2 million in the Pathways program. Starting with one project at Bank Street College in New York City in 1989, the Pathways program soon expanded to other colleges and universities, for an initial investment of $5.2 million. Expansion to several southern states occurred in 1992 and, including support for returning Peace Corps volunteers who prepare to become teachers, cost $22.4 million. In 1993 the Fund invested another $9.8 million in expansion of the Pathways program in northeastern and midwestern sections of the country. In 1994 the Fund approved another $2.8 million for a series of second-level grants and a five-year ($1.5 million) program evaluation to be conducted by the Urban Institute and the Educational Testing Service. The estimated per person cost for a Pathways Scholar is $13,000 annually.

The Fund is the primary sponsor of 43 Pathways projects, 20 of which serve paraeducators, among others. (Projects at a few sites overlap with paraeducator-to-teacher projects funded by the Ford Foundation and local funders.) Program officer Dr. Mildred J. Hudson is responsible for the development, expansion, and supervision of the Pathways program. In addition to her responsibilities for the program nationally, Dr. Hudson also oversees Fund-coordinated Pathways programs in New York and Massachusetts.

Dr. Y. Nona Weekes directs the northeastern and midwestern expansion projects coordinated by Bank Street College of Education for the Fund, providing guidance and technical assistance to the following sites serving paraeducators: Cleveland State University (Ohio), Drexel University (Pennsylvania), Harris-Stowe State College (Missouri), Indiana University of Pennsylvania, Kean College of New Jersey, Lesley College (Massachusetts), University of Louisville (Kentucky), Wayne State University (Michigan), and University of Wisconsin/Milwaukee, in partnership with nearby Alverno College.

Dr. Nathaniel Jackson, senior program officer at the Southern Education Foundation, coordinates Pathways projects for the Fund at several expansion sites in the south. Those serving paraeducators are: Auburn University and Alabama State University at Montgomery, LeMoyne-Owen College (Tennessee), Armstrong State College and Savannah State College (Georgia), Norfolk State University and Old Dominion University (Virginia), Tulane University (Louisiana), and Florida Memorial College.

Pathways expansion sites were identified via a careful selection process. Participating colleges and universities share a common goal: "preparing cadres of effective teachers, who are grounded in a solid knowledge base, are reflective in their practices, and demonstrate a broad repertoire of strategies that enhance the learning of all students." All are committed to "examining the structures, content and delivery systems of existing teacher preparation programs, making relevant additions, modifications and changes, ensuring that groups heretofore underrepresented in the nation's teaching ranks are in full evidence in their programs, and taking the lead in institutionalizing program modifications."

► The Ford Foundation's support for paraeducator-to-teacher programs is part of Ford's larger Minority Teacher Education initiative, which dates back to 1988. Since then, the Foundation has invested approximately $20 million in eight statewide consortia (in Florida, Georgia, North Carolina, Alabama, Louisiana, Ohio, California, and the Navajo Nation). Some programs work with high school students, others with traditional undergraduates, and still others with nontraditional students, including paraprofessionals. The Foundation's support for four consortial programs targeting paraprofessionals is described in some detail in the *Foundation Sponsorship* section, Part IV, of this report.

completion was three and a half years. Somewhat fewer programs (67) set a time limit for completion than programs that did not do so (78).

In two of every five programs, participants progress *as a cohort*, rather than as a stream of independent nontraditional teacher aspirants. This compares favorably to the 16.2% of teacher educators nationally who indicated they had been "able to establish any type of student cohort arrangement,

BEST COPY AVAILABLE

even short-term, to assist in the education and socialization of their preservice teachers" *(AACTE/RATE VII, 1994, p. 8)*. Cohort-oriented programs appear to offer a different and (some might say) unique set of experiences to their participants than do other programs. Programs with this characteristic tend to share others as well, for example, a funding expiration date.

Especially among this latter group, classes tended to be scheduled so as to accommodate working adults tied to a school calendar—evening classes: 121 programs (81%); weekend classes: 63 programs (42%); and summer-term classes: 118 programs (79%). Among programs employing flexible scheduling are: Northern Arizona University's summer-term classes and a "weekend college" format in use at the Winnepeg Education Centre, University of Manitoba. Other nontraditional approaches include holding classes at convenient off-campus locations, a favored strategy of Medgar Evers College's Worker Education Program in Brooklyn, New York, and rural northeastern North Carolina's Model Teacher Education Consortium.

Instructional Strategies
(multiple responses allowed)

Strategy	Number of Programs	% of Responding Programs
Paras take classes with other teacher education students	104	(70)
Teachers mentor/advise paras	76	(51)
Cohort of students moves as one through the program	63	(42)
Instruction responds to adult learning preferences/styles	60	(40)
Innovative teaching techniques and practices	42	(28)
Paras are resources/advisors for other teacher education students	34	(23)
Educational television (distance learning)	20	(13)
Self-paced courses	10	(7)
No response	8	(5)

Instruction

Participants in more than two thirds of paraeducator-to-teacher programs routinely take classes with other teacher education students. Smaller percentages of survey respondents (though representing a fair number of programs in some cases) report using nontraditional means to deliver instruction and encourage learning, including those listed (*see table*).

Whether or not the above types of instructional delivery and means of encouraging learning were incorporated into programs specifically for students who are paraprofessionals remains unclear. For example, in the past ten years alone, a growing number of postsecondary institutions have tried to be more responsive to the learning styles of the increasing adult student population entering or reentering their undergraduate programs.[1] They have also introduced a growing variety of instructional technologies. Paraeducator-to-teacher programs have certainly benefited from and incorporated many of these features (as well as others discussed below).

A Mentor-Mentee Relationship

At Chicago's Hanson Park Elementary School, wheelchairs and other high and low chairs with special mechanical adaptations and supports are parked in corridors and storage nooks. Some 226 children with special needs (nearly 25% of Hanson Park's total K-8 student enrollment) are fully integrated into regular education classes. Miriam Rivera, a child welfare attendant at Hanson Park and Northeastern Illinois University student, has been assisting special education teacher Marilyn Graf for four years, thus the mentor-mentee relationship came easily to them. They meet for one-half hour two or three times per week or whenever Miriam needs help with content or techniques. Though Marilyn and her teaching partner, Ms. Hendricks, have different teaching styles, Marilyn wants her mentee to learn from both. A veteran Chicago public schools teacher, Marilyn sees herself as a "director" who suggests where Miriam should go to find information and arranges free periods when Miriam can do college assignments. Marilyn is glad Miriam "is going on to something great for her" and is glad to help. She wishes *she* had had a mentor when she studied to be a special educator—the paperwork was daunting and the terminal cases frightened her. She lends moral support and encourages Miriam not to be afraid. (*See program profile, Appendix A-6, for complete description of Northeastern Illinois University's two special educator programs for bilingual paraprofessionals.*)

Sample Instructional Strategies

- *Mentoring*[2] (*see also Support Services*) – A cadre of teachers serves as trainers and mentors for the University of Colorado/Denver's Colorado Coalition for Training Opportunities for Paraprofessionals. Similarly, students in Northeastern Illinois University's programs preparing bilingual aides as special educators are mentored by experienced educators at the work site.
- *Cohort building* (*see also Support Services*) – In Polk County (FL) School District's Special Education Cohort, all cohort members are first placed in a professional development school for regular elementary education, then in a secondary school special education placement. University faculty teach courses on site during the practicum. Other examples of cohort building include: University of North Carolina/Charlotte's Regional Paraprofessional to Professional Program; Temple University/School District of Philadelphia's Paraprofessional Teacher Certification Program; Indiana University of Pennsylvania's Urban Teacher Recruitment, Retention, and Reeducation Project; and LeMoyne-Owen College's Pathways to Teaching Careers Program.
- *Self-paced courses* – The University of the State of New York Regents College Project: Growing Our Own finds self-paced courses appropriate for nontraditional/working adult students.
- *Technology* – Harris-Stowe State College's Pathways to Teaching Careers Program employs *satellite broadcasts from conferences*; University of Alaska/Fairbanks' Cross-cultural Education Development Program depends on *audio/teleconferencing and computer communication*; the Seattle Central Community College/Washington State Bilingual Education Training Consortium uses *telecourses, video and audio cassettes*.

In addition to the strategies listed above, respondents mentioned quite a few "other" innovative means of delivering instruction and encouraging learning, including:

- *Encouraging reflection on practice* (New Mexico State University's Education Paraprofessional Program; Indiana University of Pennsylvania's Urban Teacher Recruitment, Retention, and Reeducation Project, a Pathways to Teaching Careers Program; District of Columbia Public Schools' Systematic Teacher Preparation Program)
- *Team teaching by minority teachers and university faculty* (Seattle Pacific University's Graduate Secondary Teacher Education Program; Evergreen State College's Master's in Teaching Program; Alverno College's Educational Assistant Degree Completion Program)
- *Practicum with matching seminar* (Georgia State University's Alternative Certification Program in Special Education for Paraprofessionals)
- *Collaborative/cooperative interactive classes* (University of Southern California's Latino Teacher Project; Lesley College's Pathways to Teaching Careers Program; University of Maryland/College Park's Creative Initiatives in Teacher Education; Norfolk State University's Pathways to Teaching Careers Program)
- *Action research* (University of Maryland/College Park's Creative Initiatives in Teacher Education)
- *Theme-specific workshops* (SUNY Buffalo's Teacher Opportunity Corps Program)
- *Peer tutoring* (Norfolk State University's Pathways to Teaching Careers Program)
- *Self-directed learning*, i.e., not course-based, with extensive reading and writing (Vermont College/Norwich University's Adult Degree Program)
- *Integration of theory and practice* (Cambridge College's Urban Paraprofessional Teacher Preparation Program, a Pathways to Teaching Careers Program)
- *Portfolio assessment* (Northeastern Illinois University's Preparing Bilingual Teacher Aides as Special Educators and Minority Personnel Preparation Project for Bilingual Special Education; Tulane University's Pathways to Teaching Careers Program; University of St. Thomas' Collaborative Urban Educators Program; Alverno College's Educational Assistant Degree Completion Program—*see program profile, Appendix A-8*)

▲ *USC/LTP computer lab*

- *Performance assessment* (Alverno College's Educational Assistant Degree Completion Program – *see also: Supervision/Evaluation of Participants*)
- *Use of deaf professionals as role models, use of American Sign Language interpreters* (Western Maryland College's Deaf Educator Training Project)
- *Workshops and seminars targeted to paraprofessionals' needs* (CSU/Northridge's Special Education Career Ladder Project: Paraprofessional to Teacher); (Armstrong State College's Pathways to Teaching Careers Program offers workshops on: How to Shed the 'Parapro Mentality'; How to Develop Your Own Portfolio; How to Compute Your Own GPA; Code-Switching for Educators; Refresher Course for College Algebra).

Curriculum

The response to survey questions on curricular offerings tracked in some ways with program directors' answers to the questions on instruction, in that nearly two thirds (92) said their curriculum usually comports with the "regular" preservice curriculum. Percentages ranging from a sixth to a third of all respondents, however, reported that, depending on program emphasis and level (undergraduate or graduate), their curriculum stresses distinctive elements such as those listed in the table.

Curricular Elements of Paraeducator-to-Teacher Programs
(multiple responses allowed)

	% of Responding Programs
Clinical experience	38
Cultural sensitivity	38
Collaborative activities	35
Different learning styles	33
Professional education core	29
General education core	26
Bilingual education	24
Computer technology	20
Special education	17
No response	1

Although special education was mentioned (in response to a previous survey question) as *a* focus of 71 programs (48%) and bilingual education was mentioned as *a* focus of 58 (39%), the lower numbers for both areas on the Curricular Elements table suggest that the preservice curriculum in programs with multiple foci tends not to *stress* special education or bilingual education.

The largest percentage of programs (38%) cited clinical (classroom-based) experience[3] or an emphasis on cultural sensitivity as distinctive elements of their curricula. Some examples of the former are: "a practicum linked to all methods courses" (University of Colorado/Boulder's Paraprofessional Teacher Training Project); "experience-based, not textbook-centered" (Pace University's Master of Science for Teachers Advanced Certificate); and "field- and proficiency-based" (Southwest Texas State University's Enhancing Diversity in Teaching Project).

Cultural sensitivity, meanwhile, is fostered by means of a "diversity" curriculum in Lesley College's Pathways to Teaching Careers Program; by the Cross-Cultural Education Development Program at the University of Alaska/Fairbanks; by the Grand Prairie (TX) Effective School Plan for Transitional Bilingual Education; by the Temple University/School District of Philadelphia Paraprofessional Teacher Certification Program, among others.

Cultural knowledge/understanding and bilingual fluency are foundation curricular elements in some programs—notably, the Navajo Nation/Ford paraeducator-to-teacher program (*see Appendix A-1*). The five partner colleges and universities participating in the program agreed to include Navajo language and culture courses (including history, government, and philosophy) as graduation requirements. Navajo Community College program director Ferlin Clark explains: "More than half of all our preschoolers don't understand the Navajo language, yet language is what grounds you—knowing your language means knowing your identity and direction in life."

Herbert Benally, Navajo instructor at NCC's Shiprock, New Mexico, campus, extends the point: the younger generation has become increasingly indifferent to the Navajo philosophy of balance and connectedness; assimilation of the Navajo into Western (Anglo) culture has nearly eradicated native history, language, and culture. Navajo educators are now trying to restore traditional wisdom to their people by institutionalizing Diné ("The People") teachings and beliefs in all facets of tribal life, beginning with education. At the same time traditional native philosophy is "the main stalk of the educational system" (Benally, 1989). NCC ensures that courses also conform to state certification requirements for elementary education, plus bilingual and Navajo language and culture endorsements.

Forty-nine programs (or 33%) stress student (and teacher) learning styles as a distinctive element of their curriculum. Even paraeducators with years of classroom experience find there are new perspectives to be had on the teaching-learning process. A Drexel University Pathways Scholar conceded that she had learned as much from her program: "I'm a classroom assistant. Before coming here, I thought I knew a lot because I've worked so much with children. My courses helped me to look at our children differently, especially their learning styles. It never occurred to me that children have different learning styles just as teachers have different teaching styles. Now I'm more aware of a child's learning style."

"I'm a classroom assistant. Before coming here, I thought I knew a lot because I've worked so much with children. My courses helped me to look at our children differently, especially their learning styles. It never occurred to me that children have different learning styles just as teachers have different teaching styles. Now I'm more aware of a child's learning style."

—Drexel University Pathways Scholar

There are also notable examples where modifications to the curriculum have been made in order to better prepare paraeducators for teaching. Modifications take various forms, such as:

- *Blending previously separate courses* (Northeastern Illinois University's Preparing Bilingual Teacher Aides as Special Educators and Minority Personnel Preparation Project for Bilingual Special Education; Polk County (FL) School District's Special Education Cohort); *integrated learning* (University of New Mexico/Gallup's Upper-Division Teacher Education Program)
- *Requiring language and/or culture courses* (the Navajo Nation's multisite Teacher Education Program; University of Texas/San Antonio's Community-Based Bilingual Education: Home Grown Teachers for South Texas Program)
- *Addressing the needs of the urban community* (Pace University's Master of Science for Teachers Advanced Certificate)

- *Waiving a field course; shortening student teaching* (North Carolina Wesleyan's Minority Teacher Recruitment Project; Washington State University Tri-Cities and Educational Service District #123's Professional Development School Project)
- *Leadership skill development* (University of Texas/San Antonio's Community-Based Bilingual Education: Home Grown Teachers for South Texas Program).

In three out of four programs, participants who are ready to do their practice teaching remain in the same schools where they are working, although they may be assigned to different classrooms. School and university coordinators may also use other criteria to select the best setting for student teachers: placing them in schools that are actively engaged in reform efforts (14%), in the most conveniently located schools (23%), and/or in settings that expose participants to a variety of classroom types (29%).

Perspectives on Collaborative Learning

Collaborative learning activities are an important strategy of more than a third of the responding programs. The designers of Tomorrow's New Teachers, the DeWitt Wallace-Reader's Digest Pathways to Teaching Careers Program at Cleveland State University, placed particular emphasis on collaborative learning in creating their program, striving for a balance between group work and traditional course work. CSU professor Lynne Hannah, for example, offers a Saturday advisory seminar in part to develop a feeling of camaraderie among program participants. "They are willing to work as a group, listen to one another relate incidents from their classrooms, and comment on the stories in a caring manner," she says. "They're actively trying to make sense out of it all, proactive about getting as much out of the process as possible."

A participant in the DeWitt Wallace-Reader's Digest Pathways to Teaching Careers Program at Drexel University also values collaborative learning experiences which she intends to apply to her future work as a teacher: "Our program is unique because it is collaborative, which means we work together for the time we are here. Teaching is not a solo act; it is participatory. We have a network around the country, we are participating in seminars, we're visiting different schools, so there are a lot of things in our program that other colleges aren't doing. That is going to be to our advantage when we start teaching."

Activities

The readiness of many coordinators to build special features into their programs was also made apparent by answers to survey questions regarding developmental activities. Sizable percentages reported that they offered special lectures, social events, field trips, newsletters, and other program-specific activities in an effort to stimulate new thinking and reinforce the curriculum.

Jean Murphy, executive director of the North Carolina Model Teacher Education Consortium, was emphatic about the need to expose students to more than course work. "Many of our rural teacher assistants," she told us, "are quite underexposed culturally, as well as economically and educationally disadvantaged. These folks need field trips, opportunities to attend conferences and guest lectures, and social events, in addition to college courses." For similar reasons, the Latino Teacher Project offers project seminars, socials, opportunities to attend professional conferences, and more. Meanwhile, California State University/Fullerton's Teacher Track Project publishes a regular newsletter and

Program Activities
(multiple responses allowed)

	% of Responding Programs
Guest lectures	62
Supervised classroom experiences	59
Social events	52
Conference attendance	38
Designated center/meeting place	36
Newsletter/other publication	28
Field trips	27
Computer networking	17
Summer employment	10
No response	8

occasional pamphlets to motivate and inform current and prospective participants. Publications feature program announcements and Teacher Trackers' stories, recounting where paraprofessionals are from, their previous education and work experience, career aspirations, tips for other participants, and inspirational messages from successful program graduates.

Additional activities mentioned by respondents included:

- *Orientation meetings over a three-week period* (Los Angeles Unified School District's Intern Program)
- *Workshops provided by state education agency* (Central Connecticut State University's Teaching Opportunities for Paraprofessionals Program and other TOP sites in Connecticut)
- *Focus groups for ongoing feedback and planning* (University of the State of New York Regents College Project: Growing Our Own)
- *Monthly meetings* for participants and coordinator/faculty (Norfolk State University's Pathways to Teaching Careers Program; TOP sites in Connecticut; Teacher Track Project at California State University/Fullerton)
- *Culminating study/thesis and presentation* (Vermont College/Norwich University's Adult Degree Program)
- *Cultural events and Spanish language seminars* (University of Texas/San Antonio's Community-Based Bilingual Education: Home Grown Teachers for South Texas Program)

• PROFILE •

A distinctive feature of the Milwaukee Pathways to Teaching Careers Program (*see full description in Appendix A-8*), a consortial arrangement between Alverno College and the University of Wisconsin/Milwaukee (UWM), is bimonthly meetings of Scholars and faculty (staff planning meetings are held in the alternate months), giving Alverno and UWM students an opportunity to mix. Special events hosted by UWM in 1994-95 included the following: a mini-institute (at which Scholars looked at themselves as learners, future leaders, and exemplary teachers, and then created visual representations of their professional growth for inclusion in individual portfolios); and guest lectures by schools critic Jonathan Kozol and UWM professor Martin Haberman (who spoke about screening teacher candidates for inner-city schools).

▲ *Milwaukee Pathways Scholars and faculty*

OBSERVATION

Despite the fact that nearly seven out of ten paraprofessionals take classes with other teacher education students, many of the paraeducator-to-teacher programs we heard from and visited are drawing upon adult-centered learning and the experiences of paraprofessionals themselves to enrich teacher education. As they adopt such approaches, paraeducator-to-teacher programs are becoming important proving grounds for a new paradigm of teacher development. The very nature of paraeducators' previous work experience helps ensure a more graduated assumption of teaching responsibilities over time. And, indeed, many programs recognize that paraeducators' work represents an extended form of clinical experience. The frequent emphasis on cohort building, cooperative learning, and mentorship is also a promising sign. Since many of the programs in this study have an urban focus, it should not be at all surprising that a substantial minority boast an emphasis on cultural sensitivity, as well.

Notes

[1] Malcolm Knowles (1970, 1984) used the term "andragogy" in the early 1970s to describe this phenomenon.

[2] There may well be some overlap with programs that employ teacher mentoring and cohort development as *support services*. They are included here as learning strategies.

[3] In contrast, the total amount of hours teacher candidates at urban institutions spend on clinical or laboratory activities "is very modest" (averaging only an hour or two per week over a three- to four-semester period), according to a 1994 AACTE/RATE VII study.

Recruiting, Evaluating, and Tracking Participants

Programs rarely have difficulty recruiting participants. Prospective applicants obtain information about available programs most often from a school or district personnel office (81%) or a teacher, counselor, or administrator at the school site where they work (60%).[1] Teacher unions and paraprofessional associations (38%) and college teacher preparation programs (38%) are strong secondary sources of program information.[2]

Whatever method is utilized to distribute information about a program, however, many program directors told us that there is no substitute for the personal touch—particularly words of strong encouragement from an experienced school or college educator telling an individual paraprofessional that he or she should apply to the program because he or she "would make a great teacher." Those who market their programs employ an assortment of tools to recruit paraeducators and nearly all rely heavily on "word of mouth" (87%) plus a brochure or flier (82%) to get the information out and about. Approximately half of the program coordinators make presentations at in-service workshops and meetings for paraprofessionals. (For example, in an effort to "grow" teachers, Valdosta (GA) City Schools conduct "Raising Career Aspirations" activities as part of the district's annual paraprofessional training.)

▲ *Navajo Nation/Ford program assistants, NCC*

Multisite recruiting trips scheduled in advance of each admissions cycle are not uncommon, especially in remote locations and very large cities. For example, Navajo Community College program advisor Terri Becenti goes on the road for two weeks every July-August to recruit participants who have sophomore standing into the Ford/Navajo Nation Teacher Education Program. She makes presentations in Navajo before audiences of up to 300 people at each of 25 schools on the reservation.

At Medgar Evers College in New York City (*see program profile, Appendix A-4*), the Worker Education Program (WEP) sponsors 48 courses for 600 participants at 15 off-campus locations. Dean Deborah Shanley and WEP's director Marlene Scovronick present Medgar Evers programs at citywide college recruitment meetings, PTA meetings, and job fairs. Networking plays a big part in opening doors and identifying candidates, too. "Our external network is fantastic. We cherish our relationships," Scovronick told us. Indeed, they get a degree of cooperation (from the New York City Board of Education, the United Federation of Teachers, and the City University of New York system) almost unheard of in other parts of the city. The board of education mails out their fliers along with the voucher forms that go each semester to 16,000 New York City paraprofessionals. The superintendent of District #19 in East New York released a startling total of 400 paraprofessionals for an afternoon so they could attend an MEC recruiting meeting.

School principals (53%), K-12 teachers (38%), and union representatives (24%) may recommend the program to high-performing paraeducators and distribute application forms to them. Some programs ask school sites and/or university teacher education departments to designate a contact person. TV, radio, print ads in newspapers and magazines, and posters promote programs to potential participants in a handful of cases, and others use direct mailings of individualized letters to potential applicants.

Supervision/Evaluation of Participants

RNT asked respondents to indicate how well participants perform *on average compared to other teacher education students.* On a scale of 1-4 (where 1 = perform less well, 2 = perform about as well, 3 = outperform, and 4 = significantly outperform), over two fifths (42%) rated overall performance a "3" or higher. On average, survey respondents rated participants in the following categories:

Performance Area	*Average Rating*
General education courses	2.2
Professional education courses	2.5
Clinical (classroom-based) requirements	2.8
Computer literacy	2.1
Overall performance	2.5

Given the considerable amount of classroom experience most paraeducators can bring to bear during teacher education, it should come as no surprise that they would excel in meeting clinical requirements. On the whole, project directors seem very satisfied with paraprofessionals' performance, rating it somewhere between "on a par with" and "better than" the performance of traditional teacher education students.[3] Elizabeth City State University's Barbara L. Johnson offered a fairly representative comment, describing the paraprofessionals in her program as "serious, mature, and experienced." Dr. Johnson's program, which is associated with the Ford Foundation, Southern Education Foundation, and the North Carolina Model Teacher Education Consortium, goes so far as to offer a "teacher warranty" on graduates; she has never had one "returned."

▼

> "After I got over thinking it was the professor's job to evaluate me," explained one graduate, "assessment allowed me to reflect, to know myself. As a Milwaukee Public Schools first-year teacher for 28 first graders, I still give myself feedback—what I did right or wrong, what could be better. I brought questioning and other skills along with me to use with my students because I learned the process of learning at Alverno."
>
> —Graduate of Alverno College's Educational Assistant Degree Completion Program

▲ *Alverno's Educational Assistant Degree Completion Program*

Models of supervision and evaluation differ from program to program, although participants in *every* bachelor's degree, master's level, or fifth-year teacher education program are supervised at least in part by one or more cooperating classroom teachers during their field experiences and student teaching. Evaluation is performed primarily by the classroom teacher in 61 programs (41%), but twice as often a member of the college/university faculty also or exclusively does it (123 programs, 83%). A school district central office staff member (16%), school principal (14%), and/or peer evaluator (4%) may be partly or primarily responsible for evaluation. Project directors and their staff and field placement coordinators have primary responsibility for student evaluation in about 10% of programs. Self-evaluation is encouraged at Western Carolina University (TACT Program), the University of Texas/Pan American (Instructional Aide Certification Program), Evergreen State College (Master's in Teaching), and Alverno College (Educational Assistant Degree Completion Program), among others.

In some cases, programs are clearly making an effort both to take advantage of paraeducators' classroom experience and permit them to apply it toward credit requirements. For example, "Integrating Learning," an interdisciplinary course in Alverno College's Educational Assistant Degree Completion Program (*see Appendix A-8*), was designed to help paraprofessionals organize and analyze prior learning of content to determine which teaching-related skills have been accomplished through classroom experience, thus allowing them to "assess out" of required competencies. Graduates of the program admit to initial skepticism toward assessment, then attest to its profound effect on them as teachers. "After I got over thinking it was the professor's job to evaluate me," explained one graduate, "assessment allowed me to reflect, to know myself. As a Milwaukee Public Schools first-year teacher for 28 first graders, I still give myself feedback—what I did right or wrong, what could be better. I brought questioning and other skills along with me to use with my students because I learned the process of learning at Alverno."

Assessments at Alverno aren't competitive, thus permitting students to collaborate and support one another. "The process changes you," another graduate observed. "When you turn in a *test*, it's done, over. With self-assessment, the presentation isn't the whole thing; the evaluation process is what's important. You're taught at Alverno the same way you should teach, then you bring that with you."

Evaluators have a range of tools for assessing participants at their disposal. The most conventional, course grades, are used in 90% (or 134) of the programs. Performance-based assessments, e.g., classroom observations (sometimes videotaped) complement grades in 66% (98) of the programs. Portfolio assessment appears to be making headway in 43% (64) of the programs.[4] Standardized testing continues as an assessment measure in 35% (52) of the programs.

Evaluators also take into consideration the quality of participants' work in settings and formats other than the schoolroom and the university classroom. Workshops, personal conferences and interviews, multicultural projects, simulations, or reflective journals, to name a few, were among the tools mentioned.

Follow-up Support for Program Graduates

Follow-up Support for Program Graduates
(multiple responses allowed)

	Number of Programs	% of Responding Programs
Assistance in job search/ application process	73	(49)
Assistance to beginning teachers during induction	58	(39)
Guaranteed placement in school district	36	(24)
Other	27	(18)
None	21	(14)
No answer	7	(5)

Better than four out of five reporting programs provide some form of follow-up support for their graduates.[5]

As the table reveals, more than half of the 121 programs that do stand by their graduates provide assistance with the job search and application process, e.g., coaching them for employment interviews. Nearly half of these programs offer assistance to beginning teachers during the induction year, especially those located in states (like California *[see box]*, Connecticut[6], Kentucky, New Jersey) and districts that mandate induction programming.

Even in a state that funds teacher induction programs, a new teacher can fall through the cracks. Fortunately, in Joyce Clements' case, the total lack of support wasn't devastating. Once the North Carolina Model Teacher Education Consortium (*see Appendix A-5*) assisted her in obtaining a degree and teaching license, Joyce was simply "thrown in" to her first position after student teaching fall semester. After two hours of conversation with the teacher exiting midyear, Joyce

• PROFILE •

California's New Teacher Project began in 1988 as a joint effort among various state offices concerned with education, legislative support, and funding. Within it are 37 local models of programs that offer support and assessment of new teachers. A guidebook for planning and implementing beginning teacher support programs was developed. Many of them have on-site mentors for new teachers as well as assistance from university faculty. Each individual program is free to develop its own assessment procedures and tools, which will eventually be incorporated by the California Department of Education and the Commission on Teacher Credentialing and tied to teachers' judgment of learning situations. Assessments thus far note higher than average retention rates, feelings by the new teachers of success and professionalism, and greater flexibility in their classroom practices. The New Teacher Project has won national attention and awards for its success (California Commission on Teacher Credentialing, 1992).

took over the kindergarten-first grade combination class (including the class's dubious reputation and its teaching assistant) and proceeded to rearrange everything. Joyce credits her take-charge attitude to 14 years of TA (teacher assistant) experience with a cooperating teacher who treated her as a real partner, allowing her to introduce new material and have input in disciplinary situations. She has no doubt she'll become a teacher leader in her school "just as soon as I get my feet wet and figure out how to keep Jeremiah in his seat!"

Graduates of some programs get preference for or a guarantee of job placement in the home district, assuming satisfactory fulfillment of requirements (37 programs, or 25%). Examples of programs offering this incentive include the Bilingual Educator's Career Advancement Project at California State University/San Bernardino, the University of Maryland/College Park's Creative Initiatives in Teacher Education, and Regents College (NY) Growing Our Own.

Some of the programs (like North Carolina Wesleyan College's Minority Teacher Recruitment Project and University of Southern California's Latino Teacher Project) encourage graduates to continue attending project activities and using support services. Other program coordinators told RNT they look forward to hiring their graduates as mentors for students who follow in their footsteps. Professor Gary Knight at Fort Lewis College in Colorado has already accomplished this objective with several Teacher Scholars who have successfully completed the Ford/Navajo Nation Teacher Education Program.

A program in South Florida, led by Cathy Wooley-Brown, instructional services administrator for the Polk County (Florida) Schools, assigns each participant a mentor with an extensive background in curriculum and supervision and expects the mentor to assist students throughout the entire teacher preparation process and on into the induction year. Over time, mentors work on professional issues with mentees in order to change the "helper" mindset to a "teacher/leader/decision maker" mindset. Dr. Wooley-Brown developed a partnership with the University of South Florida to develop paraprofessionals from that large rural district (70,000 students, 10,000 employees, 404 paraprofessionals in special

▼

> We used to recruit new teachers widely from across the country, but we had a retention problem. There was nothing to hold teachers to the community after a few years. Our paraprofessionals live here and continue to work here.
>
> —Instructional services administrator for the Polk County (FL) Schools

education alone) into certified special educators. Two cohorts have completed the two-year program (1% dropped out) and 54 graduates are now teaching in Polk County Schools. A third cohort of 31 paraprofessionals is now in place. "We used to recruit new teachers widely from across the country," Wooley-Brown told us, "but we had a retention problem. There was nothing to hold teachers to the community after a few years. Our paraprofessionals live here and continue to work here. Because they were paraprofessionals first, they have more savvy than most beginning special educators."

Notes

[1] Over 40% of SCDE deans or education heads reporting to a national RATE survey (AACTE, 1995) said that school colleagues provide a "good" or "great" amount of assistance with recruitment of prospective teachers into teacher preparation.

[2] Deans responding to the same national RATE survey (AACTE, 1995) acknowledged that their SCDEs provide only modest support to schools working to attract a higher quality and more culturally diverse population of prospective teachers. A low 20% were able to provide a "good" or "great" deal of support to school-based recruiting activities.

[3] Project directors' overall estimation of paraprofessionals' performance—and consistently positive self-assessments offered by the paraeducator-to-teacher program participants and graduates RNT interviewed during nine site visits—compare favorably with, if not surpass, estimations of traditional entry-level teachers' preparedness. In a recent RATE survey (AACTE, 1995), education deans and faculty judged their teacher education graduates' preparedness for working in an entry-level position as "well prepared," but were less positive in regard to graduates' readiness and ability to work with at-risk students. Teacher preparation students themselves (responding to a 1992 RATE survey asking how well their program had prepared them) (reported in AACTE, 1994) were extremely confident: 86% felt "extremely well prepared" to assume an entry-level teaching position, and 77% felt "more than adequately prepared" to "extremely well prepared" to teach in an urban setting. However, when asked whether teacher education graduates were *well prepared to teach effectively in inner-city classrooms, with children in poverty or at risk, or in multicultural settings*, the number of teacher education faculty and prospective teachers who responded positively "diminished considerably" (AACTE, 1994, p. 10).

[4] In contrast, just 35% of SCDE heads responding to a 1993 RATE survey (see AACTE, 1995) could report "good" or "excellent" progress relative to the development of preservice student portfolios.

[5] As AACTE has found, for 81% of methods faculty with some regular relationship with P-12 schools, the most common function is the traditional one—working with student teachers. Methods faculty are also fairly confident about their ability to work in a follow-up capacity with first-year teachers on school reform priorities, including: integrated/interdisciplinary curriculum (90% say they're "able" or "extremely able" to do so); cooperative learning (85%); team teaching arrangements (85%); and site-based decision making (65%). Nonetheless, "most relationships with P-12 schools still tend to be negotiated on an individual faculty basis" and "sustained inter-institutional arrangements involving contractual language are not common" (AACTE/RATE VII, 1995, p. 38).

[6] Beginning teachers in Connecticut are coached and assisted via a formal induction program called BEST (Beginning Educator Support and Training) and must pass a classroom performance assessment in order to receive a provisional certificate.

BEST COPY AVAILABLE

Program Budgets and Administration

Regrettably, more than a quarter of all respondents were either unwilling or unable to reply to budgetary and funding questions on the program survey. RNT did learn that the 110 programs reporting budget outlays toward assisting paraeducators to become teachers spent in the aggregate nearly $16.5 million in 1993-94 (the median was $100,000). For the 80 programs that estimated the per person cost of participation in 1993-94, the mean cost was $4,887. However, given the disparities from program to program in public vs. private tuitions, fees, and other costs, stipends, and other forms of assistance, with no direct support or as little as $200 in some programs and as much as $12,000 per semester in Connecticut's Teaching Opportunities for Paraprofessionals (TOP) program, the average per person cost is not as meaningful a statistic as the median at $3,400.

What can be reported with greater precision are paraeducator-to-teacher program funding sources. Survey respondents reported the following types of funding sources, listed by number of mentions.

Funding Source *(multiple responses allowed)*	*# of Mentions*	*# Ranking Source "Most Important"*
College/university	82	26
School district	56	22
Federal government	42	30
Foundation	39	31
State education agency	37	23
Participant contributions/fees	27	5
Business/corporation	9	4
Teacher union/association	8	0

Federal government and foundation grants, school districts, colleges/universities, as well as state education agency allocations (*see below*) are providing much of the monetary wherewithal for paraeducator-to-teacher programs. In this regard, the various Department of Education grant programs and the philanthropy of the DeWitt Wallace-Reader's Digest Fund *(see Foundation Sponsorship, Part IV)* stand preeminent. Thirty-nine programs listed foundation(s) as major funding sources; 30 programs listed the federal government; 26 listed a college or university; and 22 listed school district funding sources as most important. With or without support from funders, districts are anteing up for: paraeducators' salaries and benefits during the professional sequence; substitutes for paraeducators doing student teaching; tuition, books, and materials; paid released time for participants to attend meetings, workshops, or classes; support for teacher trainers and other staff development opportunities. Equally important are districts' in-kind contributions. Among those mentioned were: office space and utilities; use of facilities for after-school and summer classes; faculty and administrative time and expertise for program recruitment, coordination, student mentoring, supervision, advisement, and more. Such in-kind contributions were often provided by postsecondary partners, too.

A Tale of Two States: Going in Connecticut? . . .

With the establishment of the Teaching Opportunities for Paraprofessionals (TOP) program by the General Assembly in 1989, Connecticut became the first state to sponsor a program that develops new teachers from the pool of paraprofessional teacher aides in participating central city districts. (*See also program profile, Appendix A-3.*) Connecticut state education officials responsible for the program knew that funding was TOP's Achilles' heel. The state legislature generously provided start-up funding for the TOP program, increasing support annually from an initial grant of $300,000 to $488,000 in the 1994-95 funding cycle, for a total of $2,194,120. (Several foundations and corporations contributed supplemental funding totaling $164,200, but these sources were gradually allowed to dry up.) Level funding for 1994-95 combined with rising salary costs for replacement paraprofessionals (who fill in when TOP participants study full time) restricted TOP's ability to expand beyond either the original priority districts or the number of paraprofessionals participating.

As of the 1996 fiscal year, however, budget cuts will slow the flow of state money to the TOP program until it terminates in 2001. Current participants will be allowed to finish their studies as the program is phased out. Despite TOP's success stories, at $12,000 per participant per semester of full-time study, the program was simply not considered cost-effective by Connecticut's legislature.

Of course, many programs expect participants themselves to cover their expenses wholly or in part. Payment of tuition, fees, and related costs, even at public colleges and universities, plus the necessity of foregoing salary during student teaching, in many cases represents enormous sacrifice for low-income aides. (Many paraeducators may qualify for various types of financial assistance—federal loans, Pell grants, state aid vouchers, supplementary grants, and critical shortage scholarships.)

Although 23 programs listed the state education agency as an important source of funding, only a very few states have targeted paraeducators as a group for teacher development and are investing heavily in programs (specifically, Connecticut, California, North Carolina, and Texas). *(For a closer look at state investments in teacher education opportunities for their paraeducators, see Part IV.)* Some 13 other states (including Kentucky, Minnesota, Oklahoma, and Tennessee) may be helping individuals of color who happen to be paraeducators pay for postsecondary education through their minority teacher recruitment grant programs. However, the extent to which they are using those grant monies to support participants in paraeducator-to-teacher programs could not be determined. In addition to the above funding sources, a number of California respondents also mentioned receipt of state lottery funds for that state's widespread Teacher Diversity Projects.

OBSERVATION

It is interesting to note that those programs citing foundation and federal government support were also very likely to list them as their principal funders. This is due at least in part to the heavy investments in these programs by the DeWitt Wallace-Reader's Digest Fund and the Ford Foundation, and speaks to the fragility of programs that count on "soft" funding sources. Both foundations are actively encouraging their grantees to diversify their funding streams and make an effort to institutionalize their programs at the state and district levels—although, as the profile of Connecticut's TOP program reveals, these sources can be equally at risk, as well.

. . . and Coming to California

Funding for California's Paraprofessional Teacher Training Program came through during an extended period of draconian fiscal belt-tightening—testament to the severity of teacher shortages throughout the state. For 1994-95 alone, California school districts needed to hire close to 12,000 teachers throughout the state, over 4,400 of them in high-demand areas of bilingual and special education. The legislature's intent in establishing this program was to "respond to the teacher shortage, diversify the teaching profession, improve the instructional skills of school paraprofessionals, and establish innovative models for teacher preparation."

The program was literally "on hold" from 1990 when it was authorized to 1994 when the legislature appropriated $1.5 million to pilot the program at multiple sites across the state. To be eligible for a grant, applicants (a district, county office of education, or consortium of districts) must employ a minimum of 300 classified personnel and have over 40% of its classroom paraprofessionals be members of ethnic and racial groups underrepresented in the teaching profession. School/college collaboration is a must; links between community colleges and four-year institutions are encouraged. Several campuses of the California Community College System and the California State University System are collaborating with the grantees in the pilot phase of the program.

In the pilot phase, the program is serving 605 bilingual and special education paraprofessionals, the majority of whom are members of ethnic/racial groups currently underrepresented in the teaching profession. Even at full strength with sufficient funding, it's obvious that the program will meet only a fraction of the state's need.

The program is modeled on the University of Southern California's Latino Teacher Project (*see Appendix A-2*). Qualified paraprofessionals from eligible public school districts must commit to one year of teaching for every year of support they receive during teacher preparation. Districts will provide financial assistance to participating paraprofessionals out of grant monies to cover the cost of tuition, fees, and books while attending a community college or state university. Districts, county offices of education, and university campuses are also expected to supply information, encouragement, and other forms of support to foster paraprofessionals' success in the program.

The California Commission on Teacher Credentialing (CTC) is responsible for program administration. The CTC can request in-kind contributions from districts and IHEs, as yet unspecified as to type or amount. The CTC worked closely with the California School Employees Association (CSEA represents most of the state's 77,000 public school paraprofessionals and was sponsor of the original legislation) to bring the program to fruition and to effect changes in teacher preparation for paraprofessionals.

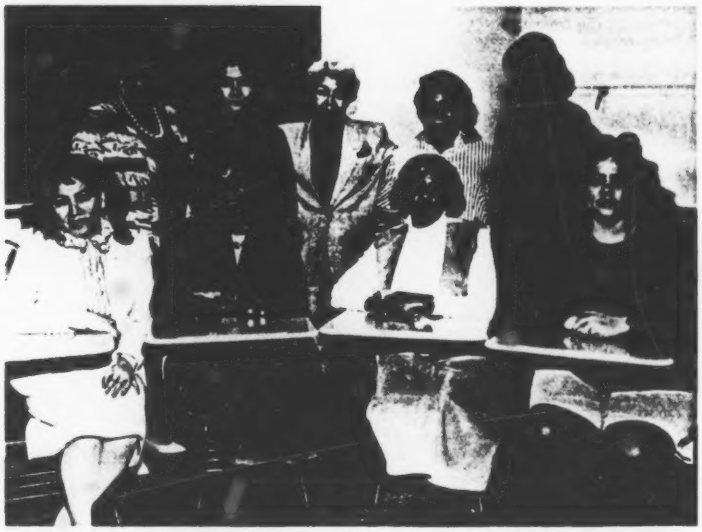
Regarding support from other sources:

- *Foundation Grants*: Grants from foundation sources are discussed in some detail in Part IV.
- *Federal Grants*: Grants from the U.S. Department of Education are primarily for the preparation of bilingual educators and special educators, with some focus on paraprofessionals by way of minority teacher recruitment grants. Federal dollars also go to the Bureau of Indian Affairs for the benefit of Native American students, e.g., via Navajo Tribal Scholarships. Pertinent federal legislation and grant programs are discussed more fully in Part IV.
- *Teacher Union and Paraprofessional Association Activity*: A discussion of teacher union and paraprofessional association activity in this area (which tends more toward advocacy than monetary support) can also be found in Part IV.

Program Staffing

Program staffing varies with funding levels and program size; often there's a combination of part-time and full-time staff, in positions both paid and unpaid in connection with the program. In general, however, bare-bones staffing at best seems the norm. Some 62 programs rely on volunteer administrators, faculty, and counselors. Faculty and counselors work part time in connection with a program in 73 cases and full time in 38. Administrators work part time on a program in 68 cases and full time in 35. The average number of staff for the 84 programs reporting full-time equivalent positions dedicated solely to the program is two FTEs.

From the students' point of view, the size of the staff is immaterial so long as they have at least one person to rely on. One after another, participants and graduates of USC's Latino Teacher Project stressed the importance of knowing "someone is always there for you." "If you have a problem," they agreed, "go talk to Michael" (Dr. Genzuk, the project director). For Teacher Trackers at California State University/Fullerton, Ana Garza is "the human link for all of us." (Garza, a former instructional aide, is now a CSU/Fullerton faculty member serving as peer group leader at required monthly meetings.) "Thank goodness, she's here. I was thinking of giving up," admitted one Teacher Track student. Across the country, Bonnie Johnson, a graduate of North Carolina's Model Teacher Education Consortium now teaching fourth grade in rural Littleton, lauds NCMTEC director Jean Murphy ("the Consortium's backbone") for treating students as professionals. "It meant a lot," she said, "to know she believed in us." Cleveland State University's associate dean Nancy Klein credits coordinator Connie Sallee's leadership for helping CSU's Pathways to Teaching Careers Program identify and serve its paraprofessional participants well. "Connie is spectacular," she told us. "The program has done magnificently because she takes care of it, she just takes care of it."



▲ *CSU Pathways Scholars and coordinator Connie Sallee*

College or school personnel who work with paraeducators in teacher preparation programs get only modest support or training on the whole. In fact, one third of the programs offer no specific staff training. Just over one third create opportunities for college personnel and classroom teachers to confer, discuss progress, and talk about problems.[1] Less than one quarter support conference attendance and travel for program staff. Smaller numbers convene professional development workshops, hold a one-time general orientation, assist with curriculum development, and/or give released time to staff based on their degree of involvement. Support in the form of computer technology is relatively rare. Orientations and workshops are often intended for mentor teachers and program advisors, who usually receive a small stipend or honorarium ($125-$400 per semester) for their time and effort. *(NB: A list of workshop topics for program staff can be found in Appendix E.)* Support to staff may also take the following forms:

- *Meeting with college personnel to go over financial aid issues, application forms, etc.* (San Francisco Unified School District's Paraprofessional Career Program)
- *Giving school personnel opportunities to teach college-level courses* (Armstrong State College's Pathways to Teaching Careers Program)
- *Paying tuition for 18-24 hours toward the master's degree for bilingual educators who get involved with the program* (University of Texas/San Antonio's COMBE Home Grown Teachers for South Texas Program)
- *Tuition waivers; continuing education course vouchers for cooperating teachers who supervise paraeducators during student teaching* (Medgar Evers College/CUNY's Bachelor of Arts Degree Program; Albany State College's Paraprofessional Project).

Mini-Residencies for Project Coordinators/Advisors

The Bank Street College of Education coordinates the DeWitt Wallace-Reader's Digest Fund's Pathways to Teaching Careers Program northeastern and midwestern expansion sites. Bank Street's Pathways program director Dr. Y. Nona Weekes and assistant director Cathleen Harvey bring Pathways coordinators and advisors from the 11 Pathways sites together annually at Bank Street for three-day professional development mini-residencies. The coordinators visit exemplary schools, such as the Frederick Douglass Academy and I.S. 218 in Harlem, to see highly effective practitioners at work and to gain new insight into improving teacher education. They also share successes and mistakes with their colleagues and work to strengthen the fledgling Pathways coordinators' network. "The mini-residencies have proven to be beneficial to *both* the Pathways advisor/coordinator and the Bank Street advisor as they collegially examine the strengths and skills they bring to the continued professional development of their students," Harvey observes.

Note

[1] This paucity of faculty development is mentioned in national studies of teacher educators. For example, two thirds of the education heads responding to a 1995 AACTE/RATE survey "believed additional professional development activities were needed to enable their faculty to work effectively with P-12 schools" (p. 24). Likewise, a majority (51.7%) of methods faculty reported that a good or great deal of professional development was needed.

Outlook

A battery of questions on RNT's survey instrument probed respondents' attitudes and evaluation findings regarding their programs' outcomes, strengths, and most important needs. Knowing how restricted the budgets for these programs were likely to be, we were especially interested in learning whether and how the goals and activities of paraeducator-to-teacher programs were evaluated.

▲ *Maria Torres, Regents College, Growing Our Own*

An internal evaluation by the project coordinator or sponsor was performed in 130 (87%) of the cases. An external evaluation by an individual unaffiliated with the project or sponsor was conducted in 63 (42%). Clearly, some programs were doing both internal and external evaluations. Only nine programs indicated no present evaluation activity, citing their newness as the reason.

Are the programs meeting the goals they had set? Fifty (34%) replied that it's still too early to draw any conclusions, giving such explanations as their recent start date, expansion to a new site, small number of participants initially, or students still in the process of completing requirements. Sixty-four (43%) said that *all* program objectives have been met, and 31 (21%) said that *some* objectives have not been met for reasons that included:

"Students can't realistically finish a five and a half- to six-year program in five years."

"We're unable to attract bilingual candidates interested in a special ed credential. We still have difficulty recruiting the numbers of minority applicants desired."

"Targets for recruitment of qualified and interested personnel have not been met."

"Students may elect not to teach in a low-performing area, but many have."

"There is *still* a teacher shortage (despite all we have accomplished)."

"Although we have increased the pool of special educators, the need continues to grow."

"Racist employment policies at the district level limit our ability to recruit minorities."

"Graduation rate still too low."

▼

New Navajo teachers can increase their individual lifetime earnings by an estimated average of $282,683. The Ford/Navajo Nation program spends an average of $29,250 per Scholar, producing a nearly ten to one return on the investment.

"College requirements have been extremely difficult for some students to master (low GPA)."

"Unclear whether graduates will impact teaching profession demographics—too early."

One respondent described his paraeducator-to-teacher program as "a noble idea that just didn't work out." Project Enable, a joint effort of the University of Tennessee/Knoxville and the Knoxville County Schools, was "cut to bare bones" by the state Higher Education Commission, which refused to renew project funding after three years. An "orphan" program with several coordinators over its short lifetime, Project Enable had yielded only one graduate. The partners have submitted a new proposal requesting support for "identifying African-Americans (and other minorities) with baccalaureate degrees who are interested in becoming teachers." This strategy is expected to mean "fewer barriers, more dollar efficiency."

On the other hand, even where objectives remained partially unmet as of the time of RNT's survey (or otherwise effective programs simply could not produce new teachers fast enough to keep up with the demand in their area), some coordinators reported significant accomplishments, e.g., increasing access to higher education, boosting college/university enrollment, fostering community empowerment, and promoting career ladders for paraeducators. Other program directors point to program success without reservation. Ron Cooper, deputy superintendent of Fullerton's K-8 school district, cheerfully describes the system's support for the Teacher Track Project at California State University/Fullerton as "self-serving." "TTP," he says, "is an ideal mechanism for meeting the district's ever-growing need for qualified bilingual instructors. And," he enthuses, "a wonderful way to help wonderful people better themselves."

▲ *Navajo teacher aides attending UNM/Gallup*

Still other coordinators have found different ways to provide summative evaluation of their program outcomes. For example: on the basis of increased potential income of individuals with a college degree in education compared to men and women without the degree, an evaluation report deems the Ford/Navajo paraeducator-to-teacher program to be highly cost-effective. New Navajo teachers can increase their individual lifetime earnings by an estimated average of $282,683. The program spends an average of $29,250 per Scholar, producing a nearly ten to one return on the investment.

Program Strengths

Asked to describe the particular strengths of their program(s), respondents pointed especially to the quality of their participants and their programs' capacity to identify and then meet the needs of those participants with the range of incentives discussed earlier in this chapter. Other strengths cited frequently included staff quality and various accommodations and supports, along with collaboration with partner institutions and agencies. *(See table.)*

Respondents' Assessment of Program Strengths
(multiple responses allowed)

Areas of Strength	% of Responding Programs
Incentives	42
Outreach	40
Participant quality	38
Staff quality	33
Scheduling flexibility	32
Partner collaboration	30
Support services	28
Accommodations	25
Curriculum	23
Nonacademic activities	18
Placement success	15
Involvement with community	15
Program evaluation	5
Follow-up services for grads	3
No response	3

According to both coordinators and participants, a signal accomplishment of paraeducator-to-teacher programs is their success in attracting individuals from the local community who are committed to living and working there. Milwaukee's Pathways to Teaching Careers Program (*see Appendix A-8*), for one, can point with pride to Scholars with unparalleled longevity in their neighborhoods. For example, Bertha Alvarez, who set up and now runs the computer lab at Vieau Elementary School, is working toward the B.A. in elementary education/bilingual at Alverno College while also raising a family. Bertha has happy memories of attending Vieau as a child after immigrating from Mexico. Her four-year-old daughter now attends kindergarten there, and Bertha's been working with Vieau teachers and a principal who were teachers at the school when she was a girl.

The coordinator of the University of Northern Colorado/Greeley's BUENO Project, assistant dean Sandra Weiser, reflected the observations of a number of survey respondents:

> *The BUENO Program could be a national demonstration project for teacher preparation for paraprofessionals. The strengths of the program include the collaboration of three institutions (University of Northern Colorado/Greeley, University of Colorado/Boulder, and Aims Community College); flexibility in scheduling; the commitment of the participants; and the institutional commitment to minority teacher recruitment. As we, as a nation, continue to struggle to prepare adequate numbers of minority teachers to meet current and emerging needs, more focus must be placed on the recruitment of minority paraprofessionals for teacher preparation programs. We have found the paraprofessionals in our program to be committed, confident in their teaching potential (because of past/current success in the classroom), and academically successful. Most of them are fluent in Spanish and are wonderful role models for their peers, prospective teacher candidates, and students they work with in the classroom. I believe we are overlooking an untapped reservoir of potential teaching talent.*

OBSERVATION

On the one hand, it is perhaps an indication of the degree to which paraeducator-to-teacher programs vary in design and organization that the coordinators differ so much when identifying their program's "three most important strengths." On the other hand, since just 14 percentage points separate the first and the seventh item, perhaps the relatively similar scoring for several areas of strength should be interpreted as agreement rather than difference of opinion. (After all, many respondents did take the liberty of marking more than three items.) Either way, consistent with information reported above, it's apparent that only a handful considered program evaluation for program graduates as a strength. Moreover, owing to the relatively brief time that has elapsed since program inception in most cases, the verdict on placement success will be delayed.

However, relatively comparable scoring with regard to other "strengths" indicates possible consensus around seven key program elements: first, provide incentives for participants; second, reach out to prospective participants with information and encouragement; third, recruit participants of "quality" (*see Part II and the program profiles for definitions*); fourth, involve "quality" staff who are responsive to paraprofessionals' needs; fifth, increase institutional flexibility (scheduling, etc.); sixth, collaborate with the appropriate partners; and seventh, support participants with a range of essential services.

The order of these program elements might be rearranged—start with collaboration, for example, or another component, according to local preference or availability of resources—but possible scenarios for paraprofessionals' career advancement into the profession would look pretty much the same. Add enhancements such as a district-wide advisory council, summer school employment for paraprofessionals, cultivation of participant cohort groups, opportunities for paraprofessionals to share their perspectives and experiences with other preservice teachers—there are myriad ways to embroider upon the basic pattern. It's tempting to say: voilà! the recipe for success in recruiting and retaining program participants. That isn't the whole story, however, as is demonstrated by respondents' answers to our questions regarding their programs' most important needs.

Program Needs

In contrast to the subject of program strengths, there was near-unanimity on the subject of "most important needs." (We asked for three, and, once again, some respondents disregarded the limit and gave us more.) Not surprisingly, funding was the number one need by a wide margin. Project direc-

Respondents' Assessment of Important Program Needs
(multiple responses allowed)

Areas of Need	% of Responding Programs
Funding	74
Support services	48
College cooperation	17
Coordination among agencies	14
Assistance from state education agency	13
College staff professional development	13
Curriculum development	13
Marketing	12
School staff professional development	12
School cooperation	10
Program evaluation	9
Job information	9
Teacher union/para association cooperation	6
No response	2

tors seek expanded funding to cover the cost of everything from books to child care; salary replacement during student teaching to additional faculty and staff; ongoing professional development to distance learning courses and, ultimately, program expansion. As the director of Southwest Texas State University's Enhancing Diversity in Teaching Program observed, "If funding were secure, other funds could be channeled to support services and development of a course sequence."

The director of the University of California/Santa Barbara's program dreams of "a computerized tracking system to follow preprofessionals during and after our program." This is a critical need in other large programs that are presently unable to monitor participants adequately. As USC's Latino Teacher Project (*see Appendix A-2*), California State University/Fullerton's Teacher Track Program (*see Appendix A-7*), and others have found, keeping tabs on participants and giving them lots of personal attention until they "get their sea legs" at the college or university often means the difference between success and failure.

The second greatest need was for additional support services for participants, such as a formalized advising and counseling system; test preparation services to help paraprofessionals gain admittance to the program (some would like to see waivers for entry testing); and tutoring.

After funding and support services, however, respondents diverged, as shown in the table.

OBSERVATION

The very low number of programs seeking cooperation from a teacher union or paraprofessional association may indicate one or more possibilities: perhaps local professional unions and paraprofessional associations are generally already on board, perhaps their involvement is perceived to be unimportant, or, possibly, their cooperation has proved unobtainable. The near-last position of job placement information is most likely connected to the original intent of most paraeducator-to-teacher programs: meeting the demand for well-prepared new teachers in the home community, district, or region where job postings are easily accessed. And, as we heard over and over during the site visits, principals are eager to hire program graduates.

As to the apparent lack of interest in program evaluation, it's perhaps less apt to be a priority of project coordinators, who tend to put all available resources toward direct assistance for participants, than a priority of policymakers who hold the purse strings. Then again, it may be a function of time and/or size of operating budget, i.e., how old programs were when surveyed and/or whether funds for evaluation could realistically be found.

The relatively similar scoring for the remaining items—college faculty/administration cooperation and school faculty/administration cooperation; coordination among organizations, agencies; assistance from state education agency; professional development for college staff and for school-based staff; curriculum development; and marketing, public relations—suggests that individual program coordinators see room for improvement in those areas, but on the whole they are not perceived to be major problems at this time.

Replication, Expansion, and Institutional Change

Just over one fourth (39) of our respondents reported that their programs had potentially served as a model for others. Typically, these coordinators had responded to written and telephone requests for information about their programs and made presentations at state, regional, and national conferences. Information dissemination occurs most commonly within state. As Terra Community College's program coordinator explains, "In the Ohio Coalition we all share program information and take what seems to work best for each area." The director for human resources for the San Elizario (TX) Independent School District observes, "There's lots of interest in our Teachers in Training program, but no district wants to shoulder the financial burden." Some programs are known across the country. The United Federation of Teachers asserts that its career ladder (*see New York City program profile, Appendix A-4*) is one that "unions all over the U.S. have tried to replicate."

With regard to program expansion: a solid two thirds of the respondents (98) told RNT that they plan to expand their program beyond its current scope. Expansion plans mentioned most frequently (perhaps "wish list" is the more appropriate term in some cases) were: serving more paraeducators at current site(s) (63 programs, or 42%) and at additional sites (57 programs, or 38%); and working with more school district partners (47 programs, or 32%) and with more higher education partners (26 programs, or 17%). Ideas mentioned less frequently included: using computer technology (23 programs, or 15%); providing more incentives to participants (21 programs, or 14%); offering staff development opportunities (20 programs, or 13%); increasing program staff (19 programs, or 13%); and changing the curriculum (14 programs, or 9%).

OBSERVATION

All of the above, of course, comes with the proviso, "if additional funding can be secured." In order to accomplish these ambitious goals, programs must be institutionalized or additional support from government or private philanthropy must be obtained. College/university-led programs funded by federal or foundation grants seem prone to termination after a designated time period unless continuation funding or new funding sources are secured for additional cycles. Grow Our Own programs started by school districts as budget line items appear to be more long-lived, with waiting lists of qualified paraprofessionals ready to fill every place that opens up.

Respondents had no difficulty identifying the five most important forms of support needed for their programs. (Indeed, it might have been easier to let them check off "all of the above.") Direct financial support for programs (107 programs, or 72%), direct aid to participants (99 programs, or 66%), and more national attention to paraeducators becoming teachers (85 programs, or 57%) were top priorities. Of nearly equal importance: more support at the college/university level (73 programs, or 49%); better support generally for the teaching profession itself (71 programs, or 48%); research demonstrating program effectiveness (61 programs, or 41%); more support at the school district level (59 programs, or 40%); more national attention to teacher development generally (54 programs, or 36%); and more communication/networking among paraeducator-to-teacher programs (47 programs, or 32%).

Respondents qualified their preferences for support and advocacy with additional comments, such as references to the need for bilingual teaching staff, the need for more teachers of color, and the need for financial aid for nonminority paraeducators. One coordinator called for "assistance in securing policy changes at the state level."

Institutional Change

Finally, RNT probed the extent to which program directors felt their initiatives had brought about changes in teacher preparation or induction practices at either colleges/universities or school districts that sponsored or collaborated with the program. More than one third (56) of our respondents believed their programs had had an influence on a college or university and more than one fourth (41) claimed to have brought about change in a school district.

Many of these changes represent small victories in the struggle to facilitate paraprofessionals' progress on the teacher track and to diversify the teaching profession. Typically, changes cited by respondents addressed issues of teacher education curriculum, program logistics, institutional attitude, institutional policy, and school/college collaboration. Specific examples of perceived impact on practices at institutions of higher education and on school districts are cited in the boxes on these pages.

Perceived Impact on Institutions of Higher Education

Teacher Education Curriculum:

- multicultural emphasis added to course offerings; general emphasis on cross-cultural education
- introduced Issues in Urban Education course
- new emphasis on small group discussion
- greater sensitivity to adult learners
- new course, created to answer participants' needs, invites teachers (new or old) to rethink their teaching strategies, class and small group management practices, ways of motivating students, etc.
- community college courses developed to support students transferring to the university
- more "blending" of courses, more fluidity
- use of competency-based, outcomes model
- introduced portfolio assessment
- more inclusion of Navajo language, culture, and history in activities and programs
- increased emphasis on practicum components for education courses
- beginning to work on accelerated model with modules (for student teaching)
- more use of field-based entry-level courses taught in integrated blocks on site rather than on campus
- special education course now offered regularly

Program Logistics:

- special assistance during registration plus student services for evening students
- on-site (i.e., off-campus) teacher prep courses and workshops conducted by university faculty
- greater flexibility in scheduling courses (i.e., evening, weekend, summer sessions)
- better academic advisement
- using interview process to preselect teachers
- shortcutting of admissions process
- more emphasis on mentoring
- student services personnel tailored orientation to paraeducators
- utilizing practicing teachers as university adjuncts

Institutional Attitude:

- teacher diversity is an issue for entire state university system
- participants act as role models for others in teacher education
- growing faculty awareness of special needs of Navajo people
- getting more minorities into teacher education; increased minority visibility
- exposing other teacher education students to diverse, urban, mature students
- institutions are more receptive to working with paraeducators

Institutional Policy:

- CBEST (basic skills test) no longer required before admission; students can work on it as they go through the program
- special admission criteria implemented for fall '94 entering cohort
- negotiation of articulation agreements between two- and four-year institutions
- field experience from associate degree program included in early education B.A. program
- more minorities teach part-time teacher preparation courses
- college reduced the number of weeks required for student teaching

School/College Collaboration:

- greater emphasis on collaboration with districts
- colleges are more supportive of independent school participation in teacher education

Perceived Impact on District Practices

Curriculum:

- more positive view of teachers teaching in the Navajo language and using Navajo materials
- influenced decisions regarding integration of academic preparation and job experience

Program Logistics:

- tutoring now being offered on site
- mentor teachers participate in mentor class; more serious mentoring
- better scheduling to accommodate nontraditional students
- more planning and counseling

District Attitude:

- more schools are interested in getting their teacher assistants off to college, "growing their own"
- Native teachers bring their perspective to teaching staffs
- heightened awareness and sensitivity to needs of participants, e.g., their inability to access traditional programs, the practica and internship placements they receive
- principals more likely to accept interns and student teachers in their schools (seen as a way to screen prospective employees) and more likely to hire Scholars as permanent teachers
- track record established by nontraditional students who did not have 3.0 needed for admission to graduate school, but who proved themselves extremely successful students and teacher leaders in their schools
- recognition that program helped meet minority hiring regulations
- district administrators volunteer time to help paraeducators succeed
- stronger interest in bilingual education

District Policy:

- district is collaborating with the union to offer a Career Ladder Program and CBEST preparation workshops
- flexible working hours permitted
- student teachers complete clinical experiences at job site with salary maintained

School/College Collaboration:

- school/college/university collaboration increased
- school systems are more supportive of independent school participation in teacher education

BEST COPY AVAILABLE

OBSERVATION

Although anecdotal, these citations of institutional impact may be among the study's most intriguing—and hopeful—findings. Even as the directors of the paraeducator-to-teacher programs surveyed over the course of this project seek ways to institutionalize funding sources and programs, the preceding responses indicate that programs and participants are institutionalizing change in other, possibly more fundamental ways as well. Paraeducator-to-teacher recruitment programs may be destined to come and go according to generational tides of teacher demand and local funding capacity, but they may still have lasting impact on institutions, individuals, and attitudes. While their focus, rightly, remains on assisting talented, deserving individuals to serve schools and communities where their skills are urgently needed, this infusion of dedicated, newly licensed professionals into the nation's teaching force will not be their only legacy. Other teaching candidates—minority and nonminority, traditional and nontraditional—will benefit from the improved institutional practice, cultural responsiveness, and collaboration they helped foster, as will their students for years to come.

▲*Kathleen Nunziato, Regents College, Growing Our Own*

Part IV

Sources of Support

The ABC Song
A, B, C, D, E, F, G
H, I, J, K, L, M, N, O, P
Q, R, S and T, U, V,
W, X, and Y, and Z.
Now I know my A, B, C's.
Next time won't you sing with me?
The Tiny Seed
SCHOLASTIC

BEST COPY AVAILABLE

Sources of Support

- Foundation Sponsorship
- Federal Sponsorship
- State Sponsorship
- Teacher Union and Paraprofessional Association Sponsorship

◀ *Gail Cooper,*
NCMTEC graduate

Foundation Sponsorship

Approximately one quarter of paraeducator-to-teacher programs owe their existence to private philanthropy. As discussed in Part II, when reporting programs specify their various funding sources, foundations trail behind colleges/universities, school districts, and the federal government in the number of mentions, but foundations (followed by the federal government) head the list of *most important* funding sources (*see table, p. 64*). Accordingly, RNT took a closer look at philanthropy's role in establishing or sponsoring paraeducator-to-teacher programs.

Scope of the Foundation Survey

In addition to data on program funding sources collected via the program survey, a separate foundation survey was administered via mail and telephone to ascertain current levels of philanthropic support for paraeducator-to-teacher programs around the nation.

The survey universe was drawn from 39 funders named by project directors,[1] as well as via an RNT-commissioned search of The Foundation Center's database of education funders, drawn from records of grant making ($10,000 and above) made by 960 private foundations from 1988 through 1994. In all, RNT contacted 44 foundations that were either known or potential funders of paraeducator-to-teacher programs, of which 16 (or 36%) were actively contributing to such programs in 1994.[2] Among the 16 active paraeducator program funders, eight have national grant programs and eight serve a state or region.

RNT's foundation survey sought more detailed information on the current scope of program support, purposes of grant making, and context (i.e., whether the grant(s) was/were part of a broader foundation-sponsored teacher development initiative). It also sought information on program evaluation and plans for continuing project support beyond the current funding cycle and/or expansion beyond the current levels.

Overview of Grant Making to Paraeducator-to-Teacher Programs

As reported in Part II, nearly one in four respondents to the program survey listed foundations as their primary sponsors, with a comparable 31 out of 131 projects listing foundations as their *most important* funding source. However, two national foundations dominate the paraeducator-to-teacher funding field. Of 31 projects reporting foundations as their most important source of funding, 25 (81%) are being funded by either the **DeWitt Wallace-**

Foundations Supporting Paraeducator-to-Teacher Projects in 1994

AT&T Foundation
Cambridge College, Cambridge, MA
$25,000

L. G. Balfour Foundation
Cambridge College, Cambridge, MA
$100,000

BellSouth Foundation
Albany State College, Albany, GA
$50,000

Boeing Corporation
Seattle Pacific University, Seattle, WA
$200,000

Cleveland Foundation
Cleveland State University, Cleveland, OH
$49,600

Coca Cola Foundation
Georgia State University, Atlanta, GA
(*Amount of award not available.*)

DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program
Multiple sites throughout the northeast, south, and midwest:
- Cambridge College, Cambridge, MA
- Lesley College, Cambridge, MA
- Alabama State University, Montgomery, AL
- LeMoyne-Owen College, Memphis, TN
- Auburn University, Montgomery, AL
- Armstrong State College, Savannah, GA
- Norfolk State University, Norfolk, VA
- Savannah State College, Savannah, GA
- Old Dominion University, Norfolk, VA
- Tulane University, New Orleans, LA
- Florida Memorial College, Miami, FL
- Cleveland State University, Cleveland, OH
- Drexel University, Philadelphia, PA
- Harris-Stowe State College, Saint Louis, MO
- Indiana University of Pennsylvania, Indiana, PA
- Kean College of New Jersey, Union, NJ
- University of Louisville, Louisville, KY
- Wayne State University, Detroit, MI
- University of Wisconsin/Milwaukee and Alverno College, Milwaukee, WI

1994 total: $5.4 million

Jessie Ball duPont Fund
Mississippi Valley State University, Itta Bena, MS
$75,000

Ford Foundation
Minority Teacher Education Consortia:

University of Southern California and additional sites in Los Angeles, CA:
- California State University/Los Angeles
- California State University/Dominguez Hills
- Loyola Marymount University

Navajo Nation Office of Teacher Education Programs, Window Rock, AZ, and additional sites:
- Navajo Community College, Tsaile, AZ
- Prescott College, Prescott, AZ
- Northern Arizona University, Flagstaff, AZ
- Fort Lewis College, Durango, Colorado
- University of New Mexico, Gallup, NM
- Cleveland State University, Cleveland, OH

North Carolina Consortium:
- Elizabeth City State University, Elizabeth City, NC
- North Carolina Wesleyan College, Rocky Mount, NC
- Winston-Salem State University, Winston-Salem, NC

1994 total: $1.4 million

GTE Foundation
Sacred Heart University (TOP), Fairfield, CT
$12,000

John S. and James L. Knight Foundation
Heritage College, Toppenish, WA
$87,500

Pfizer Inc. Corporate Giving Program
Connecticut College, New London, CT, and Sacred Heart University, Fairfield, CT
$12,000

Philip Morris Companies Inc.
Chapman University, Orange, CA, and Rancho Santiago Community College, Santa Ana, CA
$22,000

Rockefeller Brothers Fund
Prescott College, Prescott, AZ
Sinte Gleska University, Rosebud, SD
$29,800

Union Carbide Foundation
TOP Program/State Department of Education, Hartford, CT
$12,000

Weingart Foundation
Azusa Pacific University, Azusa, CA
$67,000

Reader's Digest Fund (sponsors of this study) or the **Ford Foundation**, 16 projects and nine projects, respectively. In 1994 alone, these funders' contributions to paraeducator-to-teacher projects totaled, in turn, $5.4 million[3] and $1.4 million[4].

Lead Funders

In fact, these two philanthropies are each supporting far more paraeducator projects and doing so over a longer period of time (six years) than any other private funders.[5] Taken together, their programs account for approximately 1,000 participants, or 11% of current enrollment reported in survey findings in Part III. They also stand out because they are sponsoring major program evaluation efforts that promise to yield valuable data on program effectiveness and outcomes of critical importance to the field.

DeWitt Wallace-Reader's Digest Fund

The mission of the DeWitt Wallace-Reader's Digest Fund is "to foster fundamental improvement in the quality of educational and career development opportunities for all school-age youth, and to increase access to these improved services for young people in low-income communities." In the belief that "improving the quality of services for young people requires investments in the adults who work with and on behalf of youth in schools and community organizations," the Fund established the national Pathways to Teaching Careers Program in 1989 "to increase the number of certified teachers, particularly minorities, working in the public schools."

The Fund employs two major strategies to achieve this purpose: 1) providing scholarships and other support services to individuals interested in teaching careers, in return for which participants agree to work up to three years in the public schools after earning their degrees; and 2) investing in institutions that support teaching as a profession, including providing resources to colleges and universities to restructure and update their course offerings to meet the needs of prospective teachers in schools with large populations of disadvantaged students.

Over a six-year period, the Fund has invested a total of $40.2 million in the Pathways program. Starting with one project at Bank Street College in New York City in 1989, the Pathways program soon expanded to other colleges and universities, for an initial investment of $5.2 million. Expansion to several southern states occurred in 1992 and, including support for returning Peace Corps volunteers who prepare to become teachers, cost $22.4 million. In 1993 the Fund invested another $9.8 million in expansion of the Pathways program in northeastern and midwestern sections of the country. In 1994 the Fund approved another $2.8 million for a series of second-level grants and a five-year ($1.5 million) program evaluation to be conducted by the Urban Institute and the Educational Testing Service. The estimated per person cost for a Pathways Scholar is $13,000.

The Pathways program operates according to the following premises:

1. Substitute and provisionally certified teachers, *and teachers' assistants and other paraprofessionals who are within two full-time years of completing the bachelor's degree* (in states where that degree is acceptable for certification) should be encouraged to become fully certified teachers;

2. Bachelor's and master's degree programs can be redesigned creatively to meet more effectively the needs of urban teachers and the students they serve;

3. Colleges and universities can ensure that urban teachers receive outstanding training.

Striving to effect changes in the recruitment, preparation, and development of educators, the Fund has targeted paraprofessionals and other nontraditional groups (such as second career populations and noncertified teachers working in the public schools) to become Pathways Scholars, obtain bachelor's or master's degrees, or meet other requirements for licensure. The Fund is especially interested in identifying and supporting individuals from groups underrepresented in teaching who are currently working in low-performing urban schools. Some 2,200 individuals have been supported as Pathways Scholars, of whom some 417 are/were paraprofessionals.

The Fund is the primary sponsor of 43 Pathways projects, 20 of which serve paraeducators, among other groups. It is not unusual for Pathways projects, such as the *Tomorrow's New Teachers* program at Cleveland State University (*see Appendix A-9*) and the *Urban Paraprofessional Teacher Preparation Program* at Cambridge College (*see box*), to receive additional support from other national and/or local funders.

A 1992 grant of $880,000 from the **DeWitt Wallace-Reader's Digest Fund** allowed Cambridge College (Massachusetts) to launch the *Urban Paraprofessional Teacher Preparation Program (UPTPP)* for 85 paraprofessionals as part of the Fund's Pathways to Teaching Careers Program. The UPTPP has since received funding for program expansion from the **L. G. Balfour Foundation/Fleet Bank** ($400,000), the **Ford Foundation**, the **Rockefeller Brothers Fund**, the **AT&T Foundation**, the **Boston Foundation**, **Harcourt General**, and the **Philip Morris Companies**.

Cambridge College, founded in 1971 "to serve working adults who did not have access to traditional college and graduate level education," views the UPTPP as "a powerful learning lab for everything the College believes in and tries to accomplish—opening doors to meaningful careers; valuing the life and work experience of adults; celebrating the strengths that exist in people and neighborhoods and in the many voices that make up American society today; modeling how a thoughtful investment in caring, working adults can have a leveraging effect on the health of communities."

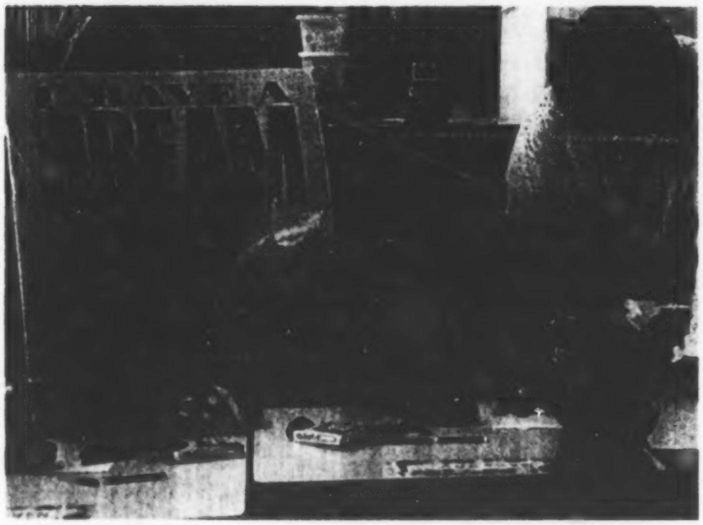
The College's innovative approach to adult education—students are awarded credit for experience and take only the courses they need to complete their degrees—and partnerships with Boston, Cambridge, and Lawrence public schools, make it an ideal site for a paraeducator-to-teacher program. Program officer Dr. Mildred J. Hudson, who supervises this project for the DeWitt Wallace-Reader's Digest Fund, sees it as "an opportunity to encourage people who are already in the schools and have a certain type of experience to increase their learning and share what they've learned with children . . . . I think it is a national model offering a unique way of learning."

Dr. Mildred J. Hudson, a program officer for the fund, has overall responsibility for the development, expansion, and supervision of the Pathways program. In addition to her responsibilities for the program nationally, Dr. Hudson oversees Fund-coordinated Pathways programs in New York and Massachusetts. "The DeWitt Wallace-Reader's Digest Fund," she notes, "funds models and innovative programs that demonstrate to policymakers how schools and colleges can do a better job of educating the students they serve. Accordingly, the Pathways program is explicitly designed to work at a number of levels—individual, institutional, school district, and policy—to influence change." However, she also emphasizes the human dimension as a critical component of the Pathways program, particularly the difference in children's lives that each Pathways Scholar will make. "When you drop a pebble into the center of a still pond," she says, "ultimately the ripples it makes will cover the entire surface. Each Pathways Scholar will affect a thousand students or more across a teaching career. There is no telling how far their influence will reach."

Dr. Nathaniel Jackson, senior program officer of the **Southern Education Foundation**, coordinates Pathways projects at several expansion sites in the south. Those serving paraeducators are: Alabama State University and

Auburn University at Montgomery, LeMoyne-Owen College (Tennessee), Armstrong State College and Savannah State College (Georgia), Norfolk State University and Old Dominion University (Virginia), Tulane University (Louisiana), and Florida Memorial College.

Dr. Y. Nona Weekes directs the Pathways projects coordinated by **Bank Street College of Education** for the Fund. The northeastern and midwestern expansion sites serving paraeducators are: Cleveland State University (Ohio), Drexel University (Pennsylvania), Harris-Stowe State College (Missouri), Indiana University of Pennsylvania, Kean College of New Jersey, Lesley College (Massachusetts), University of Louisville (Kentucky), Wayne State University (Michigan), University of Wisconsin/Milwaukee in partnership with nearby Alverno College.


▲ *Dorothy Brown, Cambridge College graduate (David L. Ryan photo, The Boston Globe)*

According to Dr. Hudson, the Fund will await the results of the multi-year program evaluation before drawing any conclusions about outcomes. However, credible evidence of Pathways' effectiveness is accruing—notably serving as a model for Morgan State University's federally funded minority teacher recruitment initiative in Baltimore, as well as demonstrating how universities (Hunter and Lehman Colleges, to be specific) can change to work well with schools in low-income communities.

Ford Foundation

The Ford Foundation's support for paraeducator-to-teacher programs is part of Ford's larger Minority Teacher Education initiative, which was first conceptualized in 1988 by Dr. Barbara Hatton, then of the Foundation. Ford's current program officer for education and culture, Dr. Joseph Aguerrebere, explains that the initiative aims to: 1) attract able minority teacher candidates, 2) prepare them well in institutions of higher education, and 3) present an array of model programs for state policymakers and administrators. To accomplish this, the program demonstrates ways to identify talented minority students whose potential was not recognized by conventional standardized tests. In addition, the program recruits these students to selected sets of colleges committed to developing value-added programs for their preparation, and assists the colleges in enhancing their capacity to play this role. The program focuses on the needs of three ethnic and racial groups that are underrepresented in the profession: blacks, Hispanics (Mexican-Americans and Puerto Ricans), and Native Americans.

In line with this strategy, the Ford Foundation has invested approximately $20 million in eight statewide consortia for a six-year period as they develop value-added models of teacher preparation and build the database on the minority teacher pool. Consortial institutions, located in Florida, Georgia, North Carolina, Alabama, Louisiana, Ohio, California, and the Navajo Nation (encompassing parts of northern Arizona, New Mexico, and Colorado), target different minority populations depending on regional needs and institutional interests and strengths. Some programs work with high school students, others work with traditional undergraduates, and still others work with nontraditional students, including paraeducators.[6]

The Educational Testing Service has provided technical assistance and ongoing documentation of the efforts at each participating institution. A $500,000 Ford Foundation grant to the Urban Institute is supporting a five-year outcomes-based evaluation concurrent with the DeWitt Wallace-Reader's Digest Fund's program evaluation. The evaluators will study both funders' minority teacher recruitment programs in order to assess the impact of their efforts and share this information with the larger education and policy communities. The two evaluations stand to enrich each other, particularly where Fund sites and Ford programs overlap. The American Association of Colleges for Teacher Education (AACTE) assists the Ford Foundation initiative by serving as a coordinator and convener for periodic meetings. (With Ford Foundation support, the AACTE also monitors enrollment of minority students in teacher education programs and surveys state education policies through its state issues clearinghouse.)

Within the broader Ford Minority Teacher Education initiative are four consortial programs specifically targeting paraeducators:

> The California Consortium's Latino Teacher Project assists bilingual teacher assistants attending the University of Southern California, California State Universities at Dominguez Hills and Los Angeles, and Loyola Marymount University to become classroom teachers (*see complete LTP description in Appendix A-2*). The LTP has expended about $1.8 million in Foundation support since 1991. Funding is scheduled to end in 1996.
>
> The Ohio Consortium sponsors five minority teacher recruitment projects, of which just one, Tomorrow's New Teachers at Cleveland State University, targets Hispanic and African-American instructional aides. The **Cleveland Foundation** manages the statewide initiative for the Ford Foundation; the **George Gund Foundation** has also contributed. The project's budget for 1994 was $50,000. Cleveland State University is also a DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers site

(*see Appendix A-9 for complete description*). Ford Foundation funding was scheduled to end in 1995.

The Navajo Nation's Office of Teacher Education at tribal government headquarters has developed bilingual paraeducator-to-teacher projects in conjunction with faculty at Fort Lewis College, Prescott College, Northern Arizona University, University of New Mexico at Gallup, and Navajo Community College (*see Appendix A-1 for complete description*). Each project is preparing Navajo teacher aides (228 in all) to become Navajo-speaking educators in schools on the reservation. Approximately $2.26 million has been expended since 1992. Funding is scheduled to end in 1997.

The North Carolina Consortium developed paraeducator-to-teacher projects at Elizabeth City State University, North Carolina Wesleyan College, and Winston-Salem State University in 1990-91. All three institutions are targeting African-American paraeducators as future teachers. The **Southern Education Foundation** administers this minority teacher recruitment program for the Ford Foundation. Approximately $1.5 million has been expended so far. Funding is scheduled to end in 1996.

The Ford Foundation's support for these projects has been substantial—awards totaling approximately $1.4 million were distributed in 1994 alone—enabling most projects to sustain their initial recruits and increase the number of new participants. According to Dr. Aguerrebere, in the final round of funding, each institution and consortium is expected to develop specific plans for institutionalizing successful components of their projects as well as design a strategy for influencing policy development both institutionally and statewide. The Foundation has asked each consortium to host a statewide policy forum for that express purpose. "The intention is to create a legacy of permanent, supportive pathways for minorities to enter the profession of teaching and to develop ways to expand and replicate effective practices and policies."

Additional Findings from the Foundation Survey

Twelve funders are currently supporting single-site projects and four funders are supporting projects at more than one site. In the latter group are the **DeWitt Wallace-Reader's Digest Fund** and the **Ford Foundation** (*see full descriptions in Lead Funders, above*), and **Pfizer Inc.** and the **Rockefeller Brothers Fund,** with two sites apiece. All 16 funders made their grants between 1989 and 1994.

Responding foundations provided multiple reasons for establishing their grants. All of the reporting funders sought "to expand the pool of potential teachers of color." For example, the **John S. and James L. Knight Foundation's** new three-year $255,000 aide-to-teacher grant to Heritage College in Toppenish, Washington, supports collaboration among the college, three local public school districts, and a Yakima tribal school in order to increase the number of Native American teachers (*see box*).

The **John S. and James L. Knight Foundation** awarded a three-year $255,000 grant to *Heritage College's Excellence in Education program* to cover the cost of tuition and support services for Native American instructional aides preparing to be teachers. Part of a larger school/college collaborative initiative aimed at stimulating alternative pathways into teaching for nontraditional students, the program builds on a similar career advancement program for Hispanics that the College ran in the late '80s. A. Richardson Love, Jr., Knight's director of education programs, notes the importance of recruiting new teachers from the pool of Native American aides, who dispel tribal suspicions concerning teacher adequacy because "they are of the culture, know it well, and contribute to raising the community's self-esteem."

While two individuals from the pilot group of 19 were expected to graduate in 1995, Love reports that participants' personal situations, e.g., family problems and poverty, have proved even more daunting than anticipated. Although program resources "have been pressed to a maximum" to meet basic necessities (such as supplies, travel, textbooks, and babysitting), two individuals dropped out. "Our concern is that we may have raised expectations which are not attainable with the size of the group enrolled."

Nine foundations[7] made awards "to address a projected shortage of teachers." The **Weingart Foundation's** three-year $200,000 grant to Azusa Pacific University targets 15 Latino teacher aides in predominantly Latino public schools. Science and mathematics were the key shortage areas highlighted by the **GTE Foundation** when contributing to Connecticut's Teaching Opportunities for Paraprofessionals (TOP) program (*see Appendix A-3*). Five grantors[8] aimed "to develop teachers for low-performance schools" (i.e., schools with chronically low student achievement, poor attendance, high pupil mobility and drop-out rate, and high turnover of teachers). A similar number[9] gave their purpose as promoting "career ladders for paraprofessionals," and an equal number[10] endeavored "to increase paraprofessionals' access to higher education."

Five grantors[11] were attempting "to effect changes in teacher preparation provided by colleges/universities or schools associated with the project." Leslie Graitcer, executive director of the **BellSouth Foundation,** was one who "hoped that new recruitment and preparation programs would result in rethinking the entire teacher education curriculum" at Albany State College in Georgia. Graitcer also mentioned "retention of teachers" as a goal. Two funders, the **AT&T Foundation** and the **Rockefeller Brothers Fund,** aimed "to foster community empowerment." **Pfizer Inc.** was alone in expecting "to expand the pool of potential male teachers" via support for Connecticut's TOP program (*see Appendix A-3*) and the **Union Carbide Foundation** indicated "response to recent state legislation" as a reason for its grant to TOP.

Ten of the funders awarded grants to paraeducator-to-teacher projects as part of a broader foundation-sponsored teacher development initiative. All ten included recruitment of a more diverse teacher workforce as a major goal. For example, the **L. G. Balfour Foundation's** grant to Cambridge College adds to the $30 million total the foundation has contributed during 14 years of grant making in the areas of minority education and recruitment. Teacher education, training, and recruitment are of particular interest

▲ *Emily Arviso, CIBTE graduate, Prescott College*

to the **Philip Morris Companies**, including "special opportunities for minority students in higher education, especially programs designed to attract them to careers in education." This support has enabled 43 paraeducators at Chapman University and Rancho Santiago Community College to pursue teaching careers.

Among the foundations RNT surveyed, there does not seem to be any pattern to the length of the funding cycle: two make awards on an annual basis, while the remainder award grants on a two- or three-year cycle (six), a four- or five-year cycle (six), or a six-year cycle (only the **Ford Foundation**). One foundation did not provide this information. Funders who permit grant monies to be spread out over four, five, or six years appear to recognize that paraeducators take more time than traditional teacher education students to complete degree and licensure requirements.

Only five funders could say that all project goals had been met. For most, it was still too early to draw any conclusions about outcomes. Not surprisingly, then, responses to questions concerning funders' plans for continuing project support beyond the current funding cycle and/or expansion beyond the current scope were equally equivocal. Three funders indicated an intention to renew their support (the **L.G. Balfour Foundation**, the **GTE Foundation**, and the **Knight Foundation**). The DeWitt Wallace-Reader's Digest Fund will consider future support, but the decision is not yet made. Six others were undecided whether they would renew support, and five more said they definitely would not renew (one did not provide this information). What prompted these decisions generally is unknown, however; some funders indicated a preference for start-up funding over continuation funding, and a few described their support as "one time only."

Finally, two funders were addressing program expansion: the **L.G. Balfour Foundation** was developing a new plan for expanding teacher training and curriculum; and the **Ford Foundation** had asked each of four Ford multisite minority teacher recruitment projects 1) to develop plans for institutionalizing and sustaining their programs after Ford's six-year funding commitment ends, and 2) to host a statewide policy forum and design a plan for

In 1993, the **Rockefeller Brothers Fund** awarded Prescott College's Center for Bilingual Teacher Education a two-year, $25,000 grant to help launch *Project CEE (Culture, Environment, and Education)*. Based at Prescott College's Tucson Office, Project CEE focuses on bilingual Hispanic border communities (such as Nogales, Arizona, on the Tohono O'odham Nation and Pascua Yaqui Tribe in the Sonoran [southern] region of the state) and on the Navajo Nation's Four Corners region. Participants (45 in all) are all full-time undergraduate students preparing to become elementary or secondary education teachers in the schools where they presently work as paraprofessionals. Project CEE's purpose is "to produce a generation of bilingual certified teachers who are aware of environmental issues facing their community and who are skilled in bringing those issues in a culturally sensitive way into the curriculum of the public schools where they teach." Funding covers the cost of stipends for internships, field trips, and curriculum development as students "strive to learn about and value their cultural heritage, the environment, and community activism." In addition to the **Rockefeller Brothers Fund**, contributing funders include: the **Environmental Protection Agency**, the **Ittleson Foundation**, the **National Environmental Education and Training Foundation**, and the **Stocker Foundation**.

minority recruitment-related policy development. (The **DeWitt Wallace-Reader's Digest Fund** did not anticipate additional expansion of the Pathways to Teaching Careers Program at this time, having expanded the program dramatically in 1992 and again in 1993, as explained in *Lead Funders*, above.) In sum, it appears that, apart from **Balfour, DeWitt Wallace-Reader's Digest Fund, GTE**, and **Knight**, funders either do not intend to renew project support or are just not ready to make (or make public) such decisions.

Summary

Not only was the number of foundations supporting paraeducator-to-teacher programs in 1994 quite limited, the distribution of activity in this area also proved especially lopsided. That is, four out of five (81%) projects that considered foundations as their most important funding source were wholly or partially supported by the DeWitt Wallace-Reader's Digest Fund or the Ford Foundation. These foundations lead all other education funders *quantitatively* via the greatest amount of support for the largest number of paraeducator-to-teacher projects, as well as *strategically* in terms of the various conditions they attach to their grant making: 1) emphasizing programmatic innovations and enhanced institutional capacity for assisting paraeducators; 2) fostering cross-project communication and cooperation; 3) requiring program evaluation; 4) encouraging project expansion, institutionalization, and dissemination and replication of effective practices; and 5) promoting policy development institutionally and statewide.

The 16 foundations that RNT identified had made their grants between 1989 and 1994. Although all of them seeded new projects because of one shared goal—expanding the pool of potential teachers of color—the similarity stops there. Fewer than half of the funders permit grant monies to be spread out past two or three years, thus forcing project coordinators to select participants who stand the best chance of completing their degrees before the grant runs out. The two- or three-year funding cycle so common among grant makers does not mesh well with the longer time to degree characteristic of nontraditional students (i.e., working adults). The Ford Foundation's and the DeWitt Wallace-Reader's Digest Fund's sustained support sets them apart, as do their evaluations of program outcomes on which future funding decisions—their own and perhaps other funders'—clearly will depend.

Currently, foundation grants made for the specific purpose of assisting paraeducators to become teachers are relatively rare. Rarer still are paraeducator-to-teacher program grants that belong to a larger minority teacher recruitment *program*, such as initiatives supported by the L. G. Balfour Foundation, the Ford Foundation, and the DeWitt Wallace-Reader's

Digest Fund. When a grant is awarded blindly (i.e., embedded in another grant), or is an anomaly (i.e., awarded "one time only" or "not a priority"), a project with no other viable sources of funding will meet an early demise when the funder moves on to other priorities. In contrast, the longevity of projects that attract funding from multiple sources—including, in addition to foundations and corporations, district, state, and/or federal dollars—is far better assured. In such cases, foundations that *intentionally* set about assisting paraeducators along pathways into teaching are more likely to reap optimal results.

Foundation support has been a determinative factor in the establishment of many of the most impressive programs identified in this study. Even so, with the exception of a few lead funders, such support has seldom been provided within a strategic framework aimed at either institutionalization or program ramp-up. Moreover, it has seldom been matched by adequate participant support over the long term, artificially limiting participation to a segment of the paraprofessional pool most readily available to take advantage of a pathway into teaching. Clearly, increased foundation support will be required to realize the full promise of such programs, and additional local, state/regional, and/or national funders will have to step up to the plate. In this regard, the comprehensive evaluation funded by the Ford Foundation and the DeWitt Wallace-Reader's Digest Fund will provide an important source of empirical evidence for funders and policymakers alike.

Notes

[1] Local sources of private philanthropy with contributions under $12,000 were not contacted.

[2] During the survey process, we also identified (but did not include in the final tally) 12 foundations that had supported paraeducator-to-teacher programs in the very recent past but were no longer doing so: Aetna, Arco, Mary Reynolds Babcock, Mary A. Crocker Trust, Connecticut Mutual Life, Exxon, ITT Hartford, Kellogg, Martha Holden Jennings, Met Life, Pacific Telesis, and the Pew Charitable Trusts.

[3] Estimate derived by multiplying the total number of paraeducator Pathways Scholars in 1994 by the average cost per Scholar ($13,000).

[4] Estimate obtained from the Ford Foundation's program officer for education and culture, Dr. Joseph Aguerrebere.

[5] As to state funding for paraeducator-to-teacher programs, only California's Paraprofessional Teacher Training Program was, in its first year of operation, comparable in scope and in size of budget. Federal funding for individual paraeducator-to-teacher projects came from disparate Department of Education programs (*see Federal Sponsorship*).

[6] A separate but related program with eight member institutions of the United Negro College Fund targets military personnel as a source of minority teachers. This effort began in 1993 with a Ford Foundation commitment of $2.7 million over four years.

[7] AT&T, BellSouth, DeWitt Wallace-Reader's Digest Fund, Jessie Ball duPont, Ford, GTE, Philip Morris, Rockefeller Brothers, and Weingart.

[8] AT&T, DeWitt Wallace-Reader's Digest Fund, Jessie Ball duPont, Philip Morris, and Weingart.

[9] AT&T, BellSouth, Ford, Rockefeller Brothers, and Weingart.

[10] AT&T, Balfour, Philip Morris, Rockefeller Brothers, and Weingart.

[11] BellSouth, DeWitt Wallace-Reader's Digest Fund, Ford, Rockefeller Brothers, and Knight.

Federal Sponsorship

As mentioned in Part II, many teacher aides would not have been hired at all were it not for categorical federal programs and mandates requiring educational support staff in proportion to the number of children needing services of certain types, notably special education, bilingual education, and migrant education. Provisions embedded in some parts of the Improving America's Schools Act, P.L. 103-382 (formerly the Elementary and Secondary Education Act) and in other federal legislation recognize the potential of the paraprofessional pool for replenishing the supply of teachers in critical-need areas.

The preponderance of recent federal funding has focused on training individuals for paraprofessional positions rather than on developing paraprofessionals into teachers. Still, 42 of the paraeducator-to-teacher projects (responding to RNT's survey) had some form of federal funding; 32 of them had received a grant from the Department of Education; a few had partial grant support from either the Labor or Energy Departments. Department of Education grants were administered by the following programs or offices:

- Division of Personnel Preparation in the Office of Special Education Programs, Office of Special Education and Rehabilitative Services (OSEP/OSERS)
- Office of Bilingual Education and Minority Languages Affairs (OBEMLA)
- Office of Postsecondary Education, Programs to Encourage Minority Students to Become Teachers, and other Title V programs
- Johnson-O'Malley Program, Bureau of Indian Affairs-Office of Indian Education Programs (BIA-OIEP) Branch of Elementary and Secondary Education
- Office of Educational Research and Improvement (OERI), Fund for the Improvement of Postsecondary Education (FIPSE)
- Title I (formerly Chapter 1): Helping Disadvantaged Children Meet High Standards, Professional Development (Section 1119)
- Title II (of the Improving America's Schools Act, P.L. 103-382), the new name for the expanded Eisenhower professional development program.

Four Department of Education grant programs—Special Education, Bilingual Education, Title I, and Title II—seem to offer the greatest potential for federal support for paraeducator-to-teacher programs in the future.[1]

Special Education

The demand for special educators is extremely high, owing in part to a higher annual turnover for special education teachers (9%) than for general education teachers (6%) (Boe, et al., 1994). The dimensions of the shortage of special educators in 1991-92 is illustrative: according to the Education Department, states needed an additional 27,282 teachers for students with disabilities, plus 13,665 other personnel, including teacher aides (*Education Daily*, 1994).

The Individuals with Disabilities Education Act (IDEA, formerly P.L. 94-142, as amended by P.L. 99-457), which came up for reauthorization in 1994, supports the development and recruitment of individuals who can provide education and related services to students and preschoolers with disabilities. Under IDEA Part D, the Division of Personnel Preparation in the Office of Special Education Programs, Office of Special Education and Rehabilitative Services (OSEP/OSERS) of the U.S. Department of Education has given colleges and universities and nonprofit agencies approximately $91 million in grants annually for early intervention and special education personnel training and development. The Department planned to fund 14 projects in FY '96[2] that develop, evaluate, and distribute innovative approaches to personnel preparation, including curriculum materials. Projects may address personnel preparation at all degree or certification levels. Grants will average $175,000; the project period is up to three years.

Sample of Recent Special Education Personnel Training Grants Funded by OSEP/OSERS
(See Program Directory, Appendix G, for contact information.)

Special Education Career Ladder Project: Paraprofessional to Teacher (PPT)
California State University/Northridge

Special Education Paraeducator Training-AA Level
California State University/Northridge

Colorado Coalition for Training Opportunities for Paraprofessionals (CO-TOP)
University of Colorado/Denver

Special Education Cohort
Polk County Schools (Bartow, FL)

Preparing Bilingual Teacher Aides as Special Educators
Northeastern Illinois University (Chicago, IL)

Minority Personnel Preparation Project for Bilingual Special Education
Northeastern Illinois University (Chicago, IL)

Regional Paraprofessional to Professional Program
University of North Carolina/Charlotte

Volusia County-University of Florida Collaborative Training Project
University of Florida/Gainesville

Preparing Special Education Support Personnel for Professional Positions in the Schools
University of Texas/El Paso

Special Education Program
Medgar Evers College (Brooklyn, NY)

Deaf Paraeducator Training Project
Western Maryland College (Westminster, MD)

Preservice Training Program to Prepare Teachers in Elementary/Special Education
Standing Rock College (Ft. Yates, ND)

Much of the "Related Services" funding that goes to programs for paraprofessional recruitment, retention, and training develops them as paraprofessionals; a comparatively small fraction of the personnel training grants supports the preparation of paraeducators as special educators—12 programs responding to RNT's survey had received federal Office of Special Education Programs grant support for that purpose (*see box*). IDEA also requires the Comprehensive System of

Personnel Development (CSPD) to manage state data collection of information regarding staffing needs in schools and other agencies providing services to students with disabilities; the mandate emphasizes recruitment of culturally and linguistically diverse personnel.

Bilingual Education

Teachers of English to Speakers of Other Languages (TESOL) figures show that from 1985 to 1992, "the number of LEP [limited English proficient] students enrolled in U.S. schools increased by nearly 70 percent, to a total of more than 2.5 million students . . . . During the same period, LEP students increased from 3.8 percent to slightly more than 6 percent of the total K-12 student population, and that proportion continues to expand" (Association for Supervision and Curriculum Development, 1994, p. 1). These numbers translate into a demand for between 100,000 and 200,000 bilingual teachers nationally (Diaz-Rico and Smith, 1994).

Bilingual education provisions in Title VII of the Elementary and Secondary Education Act (now the IASA, P.L. 103-382) assist the preservice and in-service training of educational personnel responsible for conducting bilingual education programs or alternative instructional programs. In FY '94, the Education Department's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) administered $4.8 million in funds reserved for bilingual education personnel training. In announcing the grant program, OBEMLA established an "invitational priority" to focus applicants' attention on *career ladder training for classroom aides and other paraprofessionals*. Thus, out of 32 Title VII grants funded in that year, three focused on career ladder training for paraprofessionals working in high LEP enrollment districts—San Diego State University's Training Project for Bilingual Paraprofessionals, the University of Arizona's Project SUMMIT, and the University of Texas/San Antonio's Community-Based Bilingual Education program. All three projects entail considerable collaboration among university, community college, and school district partners, particularly in the selection and support of participants. (Paraeducators with 60 or more college credits are preferred because they have the greatest likelihood of completing their studies in the three-year time frame of the grant.) A total of 11 programs responding to RNT's survey had received OBEMLA grant support for teacher preparation for bilingual paraeducators.

In FY '95, OBEMLA made 43 awards totaling $7.6 million for professional development programs for education personnel providing or preparing to provide educational services to LEP children and youths. Fifteen awards will fund new paraprofessional training projects under the Teachers and Personnel Program; seven are continuation grants addressing paraprofessional career ladder opportunities under the Educational Personnel Training Program. Among the new awards are paraeducator-to-teacher programs at: Saginaw Valley State University (MI), Southwest Texas State University (TX), the University of Southern California, Elgin Community College (IL), and Boise State University (ID).

For FY '96, OBEMLA has announced a new career ladder program targeting teacher preparation for paraprofessionals. Pending Congressional appropriations, the Education Department hopes to fund about 46 projects "to upgrade the qualifications and skills of noncertified education personnel to meet high professional standards and earn their certificates." The Department "is interested in projects that recruit and train noncertified education personnel, *especially education paraprofessionals* and secondary students to become bilingual education teachers and other education personnel who serve limited English proficient students." Grants will average $170,000; the project period is up to five years.[3]

OBEMLA program officer Cindy Ryan commented to RNT on the rather sudden shift of Teachers and Personnel Program resources to teacher preparation for bilingual paraprofessionals: "In our most recent competition (FY '95) for teacher training programs, OBEMLA witnessed a significant increase in the number of career ladder training applications submitted and funded. This reflects: 1) the growing need for such programs; 2) greater cooperation among local school districts, universities, and community colleges; and 3) a new commitment on their part to target paraprofessionals for bilingual educator training."

Sample of New Bilingual Paraprofessional Career Ladder Programs Funded by OBEMLA in FY '95 under the Teachers and Personnel Program

(See Program Directory, Appendix G, for contact information.)

Saginaw Valley State University (MI)
After a rigorous selection process, this "Grow Your Own" project will enroll 50 Saginaw Valley State University students in the Saginaw Public Schools as teacher aides while they work toward a baccalaureate teaching degree and/or bilingual endorsement in Spanish. (Ten in-service teachers will complete course work required for the bilingual endorsement.) The project will provide classroom experience, mentoring, advising, participation in educational organizations, monthly reflective meetings, and job placement services to ensure 100% placement of project graduates.

Southwest Texas State University (TX)
Thirty-five paraprofessionals from cooperating school districts (San Marcos and Lockhart) will enter the baccalaureate curriculum and instruction program leading to state bilingual certification, career advancement, and professional mobility. (Twelve in-service teachers will complete bilingual and ESL endorsement programs.) Project features include: field-based experience; courses offered at off-campus sites to accommodate students working at a long distance from the university; project evaluation addressing completion, placement, and employment.

University of Southern California (CA)
USC, in collaboration with California State University/Dominguez Hills, California State University/Los Angeles, Loyola Marymount University, and school districts in the Los Angeles area committed to supporting the career ladder transition, will provide a training program for 50 bilingual paraprofessionals who plan to work toward completion of a B.A. degree and the B-CLAD credential with single subject specialization (secondary level). The project aims to reduce obstacles to degree and credential completion by offering financial, social, academic, and school-site (mentoring) support. Other features include: test preparation workshops and training for participants and mentors to improve teacher-teacher aide communication.

Elgin Community College (IL)
Elgin Community College, in conjunction with Harper Community College, Judson College, Western Illinois University and the University of Illinois at Chicago, will initiate and institutionalize career ladder programs enabling 50 bilingual teacher aides from four school districts to earn bachelor's degrees in education and 80 noncertified bilingual staff members to complete 30 semester credit hours necessary for certification as bilingual teacher assistants. (Fifty provisionally certified teachers will complete course work required for state certification with bilingual endorsement.) In addition to the career staircase, the project will offer distance learning labs as well as extensive opportunities for clinical practice in a variety of public classroom settings.

Boise State University (ID)
In collaboration with Treasure Valley Community College (TVCC) and Ontario School District, Boise State University will provide a training program for preservice teachers seeking a B.A. degree with specialization in bilingual education. Preprofessional course work completed at TVCC will articulate with the university teacher training program. TVCC participants will receive special advisement and tutorial services to assist in their transfer to the university. They will return to the Ontario School District for student teaching.

BEST COPY AVAILABLE

Title I

Title I (until recently Chapter 1) of the reauthorized Elementary and Secondary Education Act (now the IASA, P.L. 103-382), has provided nearly $7 billion a year to help 5.5 million disadvantaged children needing remedial basic skills instruction.[4] The largest federal education program, Title I continues to use both aides and teachers to improve the achievement of educationally disadvantaged children. Section 1119 of Title I requires professional development for teachers, principals, and *other school employees* that is integrated with new content and performance standards and Goals 2000 programs. (Goals 2000 funds may be used.) The new law clearly specifies *professional development for instructional aides* (emphasis added). The regulations also require every state to include *paraprofessionals* on the Title I Committee of Practitioners it will form to advise the state education agency in developing, reviewing, administering, and monitoring implementation of its Title I plan.

Title II

Title II of the IASA is the new name for the expanded Eisenhower mathematics and science state professional development grant program. Title II now encompasses professional development in all core subjects, but math and science remain a priority. Title II funds ($320.3 million in FY '95) may be used to train paraprofessionals, as well as teachers, in ways that build capacity to help students reach rigorous content and performance standards. Title II allows local education agencies to use funds to develop career ladder programs that assist paraeducators in obtaining teaching credentials in core academic subjects and to give them (and other new teachers) support as they assume full responsibility for classroom instruction.[5] The achievement of disadvantaged students is a priority, so Title II funds may be combined with Title I (*see above*) and Goals 2000 funds. The funding formula awards funds to states and then districts according to school-age population size and student poverty rate. A smaller portion of the state money goes to the state higher education agency to award through a competitive process.

Federal Support for New Careers for Paraeducators

Although federal support for paraeducator-to-teacher projects has continued to flow during the '90s through the various departments and programs described above, no single, broadscale federal program comparable to the landmark Career Opportunities Program (COP)[6] (described in Part II) exists today, nor is one on the horizon. As George R. Kaplan, COP's chronicler, puts it, "the more things change, the more they remain the same." In his opinion, paraprofessionals are the "unheralded saints of public education and rehabilitative services for children. They deal with skill and compassion with some of the most difficult (and needy) children and complex situations any community or school system can offer up. They work with real pride, at insultingly low wages, and often miserable circumstances. Many are hell-bent on getting degrees and certificates, thereby giving something back to their communities."[7] Nevertheless, Kaplan concludes, paraprofessionals are often undervalued and underappreciated; their need and capacity for career advancement do not get the recognition they deserve; and, there are simply not enough powerful advocates for paraeducators in the public policy arena "where it counts."[8]

Notes

[1] On the one hand, Congress has opened the door slightly wider to applications for federal support for paraeducator-to-teacher programs for the first time in almost 30 years. On the other hand, the likelihood of both recisions and reductions in the Department of Education's budget and in other departments' budget categories clouds the future of federal funding for these programs.

[2] Subject to Congressional appropriations.

[3] The Bilingual Education Career Ladder Program competition will be canceled if the House version of the FY '96 appropriations bill is enacted without change, since the legislation eliminates the program's funding and cuts federal support for bilingual education from $195 million to $53 million.

[4] In July 1995, the House Appropriations Subcommittee recommended cuts totaling $1.2 billion in FY 1996 federal funding for Title I Basic Grants and Title I Concentration Grants. The Council of the Great City Schools' estimate of the potential effect of these and other funding cuts on more than 5 million children enrolled in 41 urban public schools includes the following statistics: average dollar loss per urban classroom ($5,000); number of urban schoolchildren losing services (302,000); number of urban teachers potentially lost (12,091).

[5] See Tish Olshetski (American Federation of Teachers Paraprofessional and School-Related Personnel Division, Washington, DC). (1995).

[6] See George R. Kaplan's 1977 report, *From Aide to Teacher: The Story of the Career Opportunities Program.*

[7] George R. Kaplan, August 29, 1995, personal correspondence.

[8] George R. Kaplan, remarks made at RNT's First National Symposium on Pathways to Teaching Careers for Paraeducators, Pasadena, CA, June 10, 1995.

BEST COPY AVAILABLE

State Sponsorship

A mail and telephone survey of all state education agencies was conducted to ascertain their level of support, if any, for paraeducator-to-teacher programs. This inquiry uncovered states actively involved in enabling paraeducators to become full-time classroom teachers, states considering such an initiative, and states sponsoring teacher recruitment efforts that may include, but do not target, paraeducators.

At the time of our survey, only five states were investing in teacher preparation for paraeducators—Connecticut, California, North Carolina, New York, and Texas.[1] (*See descriptions below.*)[2] In all five, minority teacher recruitment and retention was a major goal. However, only the programs in Connecticut, California, and North Carolina are truly comprehensive in design, and even in those states, support for paraeducator-to-teacher programs is hardly assured: Connecticut legislators recently moved to reduce funding and phase out that state's well-established program, and the continuation of California's brand-new pilot program is by no means guaranteed.

Connecticut (*See also program profile, Appendix A-3.*)

With the establishment of the Teaching Opportunities for Paraprofessionals (TOP) program by the General Assembly in 1989, Connecticut became the first state in recent times to sponsor a *comprehensive* program that develops new teachers from the pool of paraprofessional teacher aides in participating districts. While the legislature created TOP primarily in order to increase the diversity of Connecticut's teaching force, the program is also part of a larger statewide effort to attract, recruit, and retain a high-quality teaching force in this "high standards" state.

According to Abigail L. Hughes, chief of the Bureau of Certification & Professional Development in the state education agency, Connecticut had earlier tried recruiting certified teachers from other states and from Puerto Rico, but retention was very poor. She thinks one of the real strengths of TOP "is that these people live here, they're part of the community, and they have a commitment to education. Being a paraprofessional means you have to love it because you certainly don't do it for the income. In a lot of cases, paraeducators really mirror the teachers in levels of responsibility without receiving comparable compensation. Furthermore, it's a real working partnership between colleges and universities, school districts, business and industry, and our Department."

To launch TOP, state education officials tapped five low-socioeconomic-status school districts (Bridgeport, Hartford, New Britain, New Haven, and Stamford) and eight public and private colleges and universities for the first program cycle. Criteria for selection were: the availability of qualified paraprofessionals and the disparity between the minority composition of the student population and the teaching staff. When legislation in 1991 increased the number of districts eligible to participate in the program, Danbury, Meriden, New London, Waterbury, and Windham joined. (Stamford has withdrawn, and Norwalk was to be invited in if funding permits.)

In the largest urban areas in Connecticut, more than 80% of students belong to minority groups and about 6% of teachers are persons of color. To be eligible for participation in TOP, districts need: at least a 30% minority student population; a small percentage of minority teachers; lowest-quartile state income level; and a large pool of paraprofessionals from which to choose.

Districts select their own participants, all of whom must meet the following criteria to be selected: some college credits from a two- or four-year institution; a passing score on the Degrees of Reading Power test administered by the state agency; a minimum of three years of work experience with direct student contact; and admission to a cooperating college/university. TOP graduates are assured of preferential hiring in their districts once they are certified.

Like other teacher education students in Connecticut, TOP candidates must meet the state's rigorous standards for certification. In addition to the basic skills test administered prior to entry and the subject area knowledge assessment prior to receiving an initial teaching certificate (the state agency pays the test registration fee up to two times), beginning teachers have to participate in a formal induction program and pass a classroom performance assessment in order to teach beyond the first year.

Significantly, TOP makes academic and personal support available to program participants at all stages; support continues right into the first year of teaching, giving new TOP teachers practice assessments and feedback from a trained assessor prior to their official BEST (Beginning Educator Support and Training program) assessments.

Most TOP participants attend college full time for one semester and work as paraeducators for the other semester during their first two years in the program. This arrangement gives adult learners who haven't been in college for years time to get reacclimated to academic life. Under a policy change made in 1993, participants who wish to move along more quickly may elect to attend college or university full time for the entire school year, provided that they maintain at least a 2.5 GPA and achieve a passing score on CONNCEPT (the Connecticut Competency Exam for Prospective

Teachers). If participants fail to meet these requirements, they are put on inactive status, return full time to their paraeducator duties, and may take courses at their own expense and/or retake the CONNCEPT exam.

When participants completed or left the program for any reason, new participants were admitted. Between January 1990 and May 1994, TOP served 64 individuals: 56 females, 8 males; 31 black paraeducators, 20 Hispanic paraeducators, one Asian-American paraeducator, and 12 white paraeducators. Of the 64,

11 are now teaching in Connecticut schools
29 are still in college
3 have met all certification requirements and are seeking jobs within their districts
5 graduated but have not yet passed the subject area exams necessary for certification (CONNTENT)
2 are inactive
3 withdrew for health or personal reasons
11 were dropped from the program because they failed to meet academic standards (a minimum GPA of 2.5 must be maintained).

The estimated cost per person ($12,000) covers tuition for full-time study, books, and fees for one semester per year, as well as salary and benefits (at the Step 1 level) for replacement paraeducators. Cooperating private colleges absorb any additional tuition costs above the $1,400 tuition reimbursement from the TOP program. Participants continue to draw full salary and benefits from their local districts while attending college.

Although state funding for the TOP program increased annually from an initial grant of $300,000 to $488,005 in the '94-'95 funding cycle (for a total of $2,194,120) and the future seemed bright, TOP's cost-effectiveness was seriously questioned in spring '95. The legislature withdrew all funding, then, after reconsideration, decided to permit current participants to complete the program. Although several corporations had contributed supplemental funding (totaling $164,200 since 1989-90), TOP's Achilles' heel, ironically, has been an almost exclusive reliance on state coffers for support. The program terminates on July 1, 2001.

For further information, contact:

Paul Briganti
TOP Program Manager
Connecticut State Department of Education
Box 2219
Hartford, CT 06145
Telephone: 203-566-7591

California

The fact that funding for California's Paraprofessional Teacher Training Program was found despite an extended period of draconian fiscal belt-tightening is testament to the severity of teacher shortages throughout the state. For 1994-95 alone, California school districts needed to hire close to 12,000 teachers throughout the state, over 4,400 of them in high-demand areas of bilingual and special education. The program was literally "on hold" from 1990 when it was authorized under SB1636 to 1994 when the legislature appropriated $1.5 million to pilot the program at multiple sites across the state.

Its stated purpose is "to create career ladders that enable school paraprofessionals to become certificated classroom teachers." The legislature's intent in establishing this program was to "respond to the teacher shortage, diversify the teaching profession, improve the instructional skills of school paraprofessionals, and establish innovative models for teacher preparation."

To be eligible for a grant, applicants (a district, county office of education, or consortium of districts) must employ a minimum of 300 classified personnel and have over 40% of classroom paraprofessionals be members of ethnic and racial groups underrepresented in the teaching profession. (Fifty-eight percent of California's students, but only 19% of teachers, are

Paraprofessional Teacher Training Program (State of California)
Funded Projects as of January 1995

Name of District	Partner Districts and Colleges	Number of Paraeducators
Anaheim Union High School District	Anaheim City, Centralia, Cypress, Magnolia, Cypress Community College, California State University/Long Beach	30 at the lower-division level
Azusa Unified School District	Charter Oak, Citrus Community College, California State University/Los Angeles	30 at the lower-division level
Chula Vista City Elementary School District	Southwestern Community College, San Diego State University	30 at the lower-division level
Clovis Unified School District/ Fresno Unified School District	Fresno City College, California State University/Fresno	30 at the upper-division level
Glendale Unified School District	California State University/Los Angeles	28 at the upper-division level
Lodi Unified School District/ Enterprise Elementary School District	New Hope, Oak View, Galt Joint, Enterprise, San Joaquin Delta Community College, Shasta College, California State University/Stanislaus, California State University/Chico	30 at the lower-division level, 36 at the upper-division level
Los Angeles Unified School District	California State University/Dominguez Hills	30 at the upper-division level
Merced City School District	Atwater Elementary, Livingston, Planada, Weaver Union, Winton Elementary, Merced Community College, California State University/Stanislaus	50 at the lower-division level, 26 at the upper-division level
Oakland Unified School District	Laney College, California State University/Hayward	35 at the lower-division level
San Francisco Unified School District	San Francisco City College, San Francisco State University	30 at the lower-division level, 40 at the upper-division level
San Jose Unified School District	San Jose City College, San Jose State University	30 at the lower-division level
Stockton Unified School District	San Joaquin Delta Community College, California State University/Stanislaus	50 at the lower-division level
Ventura County Office of Education	Hueneme, Ventura Unified, Oxnard Elementary, Rio, Ventura College, California State University/Northridge (Ventura Campus)	10 at the lower-division level, 30 at the upper-division level

BEST COPY AVAILABLE

members of ethnic/racial minority groups.) The pool of paraeducators from eligible districts who are interested in the program is estimated to be more than 8,500.

School/college collaboration is required; links between community colleges and four-year institutions are encouraged. Several campuses of the California Community College System and the California State University System are collaborating with the grantees in the pilot phase of the program.

The program is currently serving 605 bilingual and special education paraprofessionals at 14 sites. Even at full implementation with sufficient funding, it's obvious that the program can meet only a fraction of the state's need.

The program is modeled on the University of Southern California's Latino Teacher Project (*see Appendix A-2*). Qualified paraprofessionals from eligible public school districts must commit to one year of teaching for every year of support they receive during teacher preparation. Districts will provide financial assistance to participating paraprofessionals out of grant monies to cover the cost of tuition, fees, and books while attending a community college or state university. Districts, county offices of education, and university campuses are also expected to supply information, encouragement, and other forms of support to foster paraprofessionals' success in the program.

The California Commission on Teacher Credentialing (CTC) is responsible for program administration. The CTC can request in-kind contributions from districts and IHEs, as yet unspecified as to type or amount. The CTC worked closely with the California School Employees Association (CSEA represents most of the state's 77,000 public school paraprofessionals and was a sponsor of the original legislation) to bring the program to fruition and to effect changes in teacher preparation for paraprofessionals.

Mary V. Sandy, CTC consultant and program coordinator during the pilot year, would like to see paraprofessionals ". . . fast-tracked because their classroom experience provides them with a significant knowledge base to be recognized and capitalized on, not duplicated." In many cases, it is realistic to expect paraprofessionals who have completed the equivalent of three to four years of college work to qualify rapidly (with assistance) for their teaching credentials. In other cases, California paraprofessionals will need time to progress from community college to university to complete a baccalaureate degree and (fifth-year) teacher preparation program.

Sandy expects the pilot phase of the Paraprofessional Teacher Training Program "will teach us something important about teacher recruitment and career ladders for paraprofessionals." She also has her fingers crossed for the state to institutionalize the program so it can reach its full potential.

For further information, contact:
Joseph Dear
Project Officer
Paraprofessional Teacher Training Program
Commission on Teacher Credentialing
1812 9th Street
Sacramento, CA 95814
Telephone: 916-327-1461

North Carolina

North Carolina funds two initiatives that benefit paraeducators—a regional teacher recruitment consortium and a statewide scholarship program.

The North Carolina Model Teacher Education Consortium
(NCMTEC—see complete description in Appendix A-5)
NCMTEC targets paraeducators working in ten rural, northeastern North Carolina LEAs for recruitment into teacher preparation and licensure programs at seven cooperating public and private IHEs. Participating school districts contribute support on a formula basis ($1 per child enrolled). The total budget was $260,195 in '94-'95 ($185,000 from the General Assembly, $50,195 from participating school districts, and the remainder from the Z. Smith Reynolds Foundation).

The Consortium was formed in 1989 to provide "affordable, accessible, high-quality education/training" to teacher assistants and other educational support personnel, substitute teachers, "lateral entry" teachers who have the B.A. and provisional licensure, plus in-service teachers going for their master's degree and/or licensure in additional areas. Some 260 individuals from these groups were teacher assistants who completed undergraduate or graduate-level courses under NCMTEC auspices between 1990 and 1995; 65 TAs completed a Consortium course in fall '94. NCMTEC defrays tuition costs so that participants pay no more than $40 for undergraduate courses; graduate tuition is reduced by 50%. During student teaching, the Consortium pays a stipend of $500 per month for three months to compensate for the loss of salary. NCMTEC's flexible course delivery system allows working TAs to take courses off campus at more convenient locations and times.

▲ *Kelly Hundley, NCMTEC student*

For further information, contact:
Jean Murphy
Executive Director
North Carolina Model Teacher Education Consortium
NC Department of Public Instruction, Rm. 1039
301 N. Wilmington Street
Raleigh, NC 27601
Telephone: 919-715-1170

The Teacher Assistant Scholarship Loan Program (TASL)

The TASL program was established in 1990 to provide support to teacher assistants who want to complete professional licensure. An offshoot of North Carolina's Prospective Teacher Scholarship Loan program, from which loan money is channeled, the TASL has several objectives—to address teacher shortages in certain areas, expand the pool of potential teachers of color, foster community empowerment, and increase access to both higher education and a professional teaching position.

The Scholarship Section of the Division of Human Resource Management in the NC Department of Public Instruction (NCDPI) awards "forgivable" loans to TAs in amounts not to exceed $1,200 annually ($900 if attending a community college).[3] The maximum total amount per recipient earning licensure is $4,800. TASL candidates must either have the bachelor's degree or have already completed the general education courses prerequisite to admission to a degree program. Applicants must provide documentation of formal admittance to the education program at a four-year institution.

Applicants (legal North Carolina residents only) should have at least one year of experience as a TA and be currently employed full time in an instructional capacity in a K-12 public school in the state. Recipients remain employed as full-time TAs while pursuing entry-level licensure, except for the period of student teaching. To remain eligible for continuation in the program, recipients must annually complete 12 semester hours, maintain a cumulative GPA of 2.5, and get a passing score on the NTE Core Battery 1 and 2.

LEAs submit one candidate for every 100 teacher assistants employed in the county or school district. An endorsement from the superintendent of the employing LEA is required, vouching for the recipient's capacity to become a licensed teacher and the LEA's willingness to give the recipient priority consideration for employment when licensed.

Between 1990 (the TASL's first year) and 1995, the NCDPI made 323 new awards. In 1993-94 there were no new awards, although 28 individuals were still receiving funds. (Almost all the rest had graduated; some had discontinued study, and a few were dropped because they quit their teacher assistant positions, were not accepted into a teacher education program, or had unacceptably low GPAs.) Fourteen new awards were approved for 1994-95; funds were available for 55-60 awards, but far fewer applicants proved eligible.

Although the TASL has been accepting applications from teacher assistants seeking licensure in all areas, scholarship specialist Linda Johnson thinks restrictions may have to be imposed in order not to add to the glut of elementary teachers who can't find jobs in North Carolina. Therefore, the TASL may begin restricting awards to study in shortage areas or offer loans as an incentive for teaching in hard-to-serve areas and low-performing schools. (Participants in the North Carolina Model Teacher Education Consortium in the hard-to-serve rural northeastern part of the state are eligible for the TASL.)

Wayne Dillon, chief consultant for teacher education/personnel, is optimistic about the TASL's chances of being refunded beyond the current funding cycle. "It's simply not a program to discontinue. It's popular with the public—like motherhood, apple pie, and the flag. There's always going to be a need for assisting teacher assistants who show promise in the field to become fully licensed. They represent a really good source of competent classroom teachers, and the TASL's a good way to make sure these folks are trained for critical-need areas."

For further information, contact:

Wayne Dillon
Chief Consultant for Teacher Education/Personnel
(or)
Linda Johnson
NC Scholarship Specialist
Division of Human Resource Management
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825
Telephone: 919-715-1145

New York State

New York State's Office for Teaching in the state education agency began experimenting with a "Special Education Technology Demonstration Preservice Preparation Project for Paraprofessionals Working for the New York City Board of Education" in 1993 to test the feasibility of using video and broadcast technology to reach large numbers of adult students who are busy with work and family responsibilities.

The New York State Education Department made a grant to a consortium of City University of New York (CUNY) senior colleges to design, implement, and evaluate two telecourses in the field of special education (including curriculum development, presentation formats, selection of instructional materials, and assessments) and to work with an advisory committee with representatives from the New York City Board of Education (NYCBOE), United Federation of Teachers (UFT), and the State Education Department. The project was coordinated with ongoing NYCBOE and UFT staff development and tuition assistance programs.

The project was part of a wider effort to address critical shortages of teachers in bilingual education and special education in New York City (where there were 1,675 special education vacancies and 1,031 bilingual education vacancies in 1992); to expand the minority teacher pool there; and to increase the access of paraeducators in New York City to higher education generally and preparation for teacher licensure in particular.[4]

The telecourse project tied in with the NYC Board of Education's Career Training Program for paraeducators (*see Appendix A-4)*, making a limited amount of required special education course work available to 125 paraeducators in the convenience of their own homes. Paraeducators recruited for the telecourses were students at four of the colleges in the City University of New York (CUNY) Consortium for the Study of Disabilities (which recently expanded to include State University of New York (SUNY) institutions and private colleges). The cost of piloting the telecourse project was approximately $1,000 per person. Continuation funding beyond the two-year pilot phase was contingent upon the results of an evaluation conducted by the project director, Patricia Dyer.

For further information, contact:

Patricia Dyer
Project Director
Office of Teaching
5A11, Cultural Education Center
New York State Education Department
Albany, NY 12230
Telephone: 518-474-9713

Texas

Texas' outreach to and support for paraeducators interested in becoming classroom teachers is managed through the Texas Teacher Recruitment, Retention, and Assistance (TTRRA) Program, whose mission since 1992-93 has been "to facilitate the search, employment and retention of qualified, certified personnel to ensure excellence and provide equity in learning for all students." In addition to paraeducators, groups targeted for TTRRA are talented high school students, teacher education students, and teachers "on permits."

The Texas Education Agency operates TTRRA in partnership with six regional Education Service Centers (ESCs),[5] school districts, universities, and parent/community groups. Each ESC gets approximately $70,000 for total teacher recruitment efforts, which is divided roughly among programs for each of the targeted groups, based on the region's needs. Participating organizations donate use of facilities and other in-kind contributions. Teacher recruitment, particularly minority recruitment efforts, is considered part of professional development, and, as such, receives no separate state allocation.

There are currently over 40,000 paraprofessionals working in Texas public elementary and secondary schools, one third of them engaged in one form of professional development or another through TTRRA. Assistance to paraprofessionals takes several forms:

- Regional conferences offer paraprofessional training, motivate paraprofessionals to become certified teachers, and support those paraprofessionals already attending college in pursuit of a teaching career. (Alternative certification programs are popular in Texas. They're typically run by ESCs (e.g., Region 20—San Antonio) or the largest school districts (e.g., Dallas) and paraprofessionals with a college degree often take advantage of them.)
- ESCs provide study sessions, test preparation, and financial aid workshops for paraprofessionals in their local districts.
- An ESC earmarks $10,000 in scholarship dollars for allocation to both paraprofessionals and high school students entering teacher education. To date some 50 scholarships totaling $30,000 have been awarded to paraprofessionals.
- University staff are invited in to counsel paraprofessionals, do academic advising, and aid them with course selection. University faculty teach courses on site in the districts.
- ESC teacher recruitment project directors "troubleshoot" by going to the university to arrange for enough course sections to accommodate the number of paraprofessionals waiting to enroll.

The legislature is sensitive to the movement of paraeducators into the profession. A state code provision allows universities preparing paraeducators for teaching to substitute five years of instructional aide experience for a portion of the required practicum. (Classroom teacher supervision during student teaching is still required.) This accommodation to paraeducators' previous classroom experience notwithstanding, TTRRA would like to see university course work better aligned with classroom activities in general.

Various retention strategies are being piloted at universities across the state in so-called TTRRA academies. One model that involves paraeducators

▲*SW Texas State professor Grant W. Simpson leads weekly seminar*

directly is the Mentor Training Academy at Southwest Texas State University, which pairs promising minority students in teacher education with incoming school district paraprofessionals who have committed to teacher education. While each TTRRA academy has received $50,000 per year for piloting retention strategies, the project director at Southwest Texas State, Grant Simpson, was elated when his academy funding was increased by $20,000 in July 1994—"a welcome pat on the back in a year of cutbacks in Texas." Simpson's enthusiasm is boundless: "This project is not only a joy, it is also very successful. I want to grow it!"

According to Evangelina G. Galvan, (until recently) director of programs in the Division of Educator Preparation and Certification at the Texas Education Agency, Texas still has lots of teacher vacancies despite these initiatives. Galvan reports that TTRRA has been effective in filling vacancies with qualified, certificated teachers, many of them former paraeducators. "Teacher preparation programs for paraeducators are a really good investment. Our paraeducators *do* stay in their teaching jobs. We see a positive future for our program. We've already expanded to additional school districts. Expectations are high. It all depends on whether the legislature continues to provide the necessary funding."

For further information, contact:

Mary Gawron
Division of Educator Preparation and Certification
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494
Telephone: 512-463-9327

or

Gilbert Herrera
Educational Service Center - Region 1
1900 West Schunior
Edinburg, TX 78539-2234
210-383-5611, ext. 238

States Considering Paraeducator-to-Teacher Initiatives

Education department officials in three states considering paraeducator-to-teacher programs as vehicles for teacher recruitment (e.g., Hawaii, Ohio, Louisiana) were very pleased to learn about RNT's study and expected the information contained in this report to aid their deliberations and planning on the subject.

Hawaii

According to Faye Ikei, director of the RISE program (for special educators) in the Hawaii Department of Education's Office of Personnel Services, the state is developing a credentialing system linked to training for all paraprofessionals and would like to link it to a teacher preparation program targeting Hawaiian paraeducators who want to advance to professional ranks. As of summer 1994, her office was preparing a proposal for such a program.

Ohio

Ohio has two exemplary programs in its own backyard from which to learn: 1) the Cleveland Public Schools' career ladder for paraeducators (introduced in 1990) offers professional growth and upward mobility, extending from basic to advanced levels of paraprofessional training through preparation for advancement into the teaching profession; and 2) Cleveland State University in collaboration with public schools in the Greater Cleveland area, recruits paraeducators with at least two years of higher education as "Tomorrow's New Teachers," under a grant from the DeWitt Wallace-Reader's Digest Fund's Pathways to Teaching Careers Program (*see Appendix A-9*), and with assistance from the Ford Foundation Minority Teacher Education Consortium in Ohio.

Louisiana

The Office of Special Education in Louisiana's Department of Education is exploring possibilities for developing paraprofessional training which would include opportunities for career advancement into teaching positions, reports assistant superintendent Leon L. Borne, Jr. Phase II of the Louisiana Training and Recruiting Project, once under way, will have opportunities for recruiting and retraining paraprofessionals as certified special education teachers.

States Sponsoring Generic Minority Teacher Recruitment Initiatives

At least 13 states have broad minority teacher recruitment efforts that do not target but may draw in paraeducators.[6] Also, recruitment in many states (for high-need areas and/or for a more diverse teacher workforce) often occurs through alternative/nontraditional certification programs, requiring a bachelor's degree or higher[7]. The 13 states with generic minority teacher recruitment initiatives which may directly benefit eligible paraeducators are: Alaska, Colorado, Illinois, Indiana, Kentucky, Louisiana, Michigan, Minnesota, Missouri, Ohio, Oklahoma, South Carolina, and Tennessee.

Notes

[1] A comparison of our findings with the results of a 1994 survey of paraprofessional regulatory/administrative policies and procedures, conducted by the National Resource Center for Paraprofessionals in Education and Related Services (Pickett, 1994), confirmed our conclusion that state-level investment in programming specifically for paraprofessionals trying to become teachers is extremely limited at present.

[2] A complete description of the Navajo Nation Tribal Government's Teacher Education Program for Navajo paraeducators residing in Arizona, New Mexico, and Colorado can be found in *Appendix A-1*.

[3] After licensure, one year of the loan will be forgiven for each full school year the recipient teaches or works as a special services professional in a North Carolina K-12 public school. If the scholarship loan is forfeited or the recipient does not repay the loan through service, the amount of the loan and accrued interest (6%) must be repaid in cash. The NCDPI collects statistics annually on the number of TASL participants in various categories, their projected graduation date, and when repayment is expected to begin, so that funds can be freed up for other students' use. The agency tracks TASL students using the licensure database until their obligation is satisfied.

[4] In this vein, New York State also underwrites grants to institutions of higher education for program development in bilingual special education and for a Teacher Opportunity Corps that prepares teachers of color to work with at-risk youth. Administered through the Professional Career Opportunity Program in the Office of Equity and Access, it offers grants to in-state colleges and universities to facilitate the recruitment, selection, and preparation of minority and economically disadvantaged students for the teaching profession.

[5] Federal Ch. 2 funds combined with local contributions underwrote the establishment of the first Education Service Center in Region 1; state funding allowed replication (20 ESCs now serve multiple districts). The regions with the greatest need for TTRRA services are: #1, 4, 10, 11, 19, 20.

[6] American Association of Colleges for Teacher Education. (1993a). *Teacher Education Policy in the States, A 50-State Survey of Legislative and Administrative Actions.*

[7] Feistritzer, E. and Chester, D. (1992). *Alternative Teacher Certification: A State-by-State Analysis, 1992-93*; and American Association of Colleges for Teacher Education. (1993b). *Alternative Paths to Teaching: A Directory of Postbaccalaureate Programs.*

BEST COPY AVAILABLE

Teacher Union and Paraprofessional Association Sponsorship

The major national teacher unions (the National Education Association and the American Federation of Teachers), as well as large state-level associations of classified school employees that include paraprofessionals among their members, were contacted to ascertain the nature and degree of union support for paraeducators preparing to be teachers. Data proved limited on paraeducators as a discrete group within each of the unions, and collective bargaining agreements specifying career advancement for paraprofessionals (where they exist at all) were found to vary greatly from one union local to the next. With the notable exception of a few large, urban affiliates (which have bargained successfully for a paraprofessional career ladder), teacher unions generally appear to have paid scant attention to recruiting paraprofessionals into their professional ranks.

SEIU, Local 99

Local 99 of the Service Employees International Union (SEIU) has a membership 28,000 strong in southern California—half paraprofessionals, the other half custodians, truck and bus drivers, tree trimmers, and gardeners. Each unit (Los Angeles, Torrance, and Lynnwood Unified School Districts, plus nine Los Angeles community colleges) has a separate collective bargaining agreement. By paying for child care and publicizing classes, Local 99 succeeded in getting the Los Angeles Unified School District (LAUSD) to make CBEST (basic skills test) preparation available to members who want to become teachers. (Some 1,800 paraprofessionals signed up for the first CBEST-preparation classes.)

Local 99's executive director Walter Backstrom and president Janett Humphries have been working closely with the LAUSD to develop a career ladder with pay incentives and arrange for area colleges and universities to provide on-site teacher preparation at various school sites. In January 1995, LAUSD superintendent Sidney Thompson approved $1 million in start-up funding for a career ladder for teacher assistants.

Teacher preparation for paraeducators is one of several "proposals for progress" in California public education articulated by the California School Employees Association (CSEA), which represents about 170,000 classified public school employees, many of whom provide instructional services and support. CSEA is a key member of the California Task Force for Professionalizing the Paraprofessional in Education, organized in 1988 at a California Association for Bilingual Education (CABE) conference. In addition to the CSEA and the SEIU, collaborating organizations and agencies include: CABE, the Los Angeles County Office of Education, and the Los Angeles Unified School District.

Their mission is "to enhance the educational program for all children by: providing direction, assistance and advocacy for the role and comprehensive training of paraprofessionals; maximizing the partnership between paraprofessionals, teachers and the educational community; and *realizing the paraprofessional as a recruitment pool for future teachers*" (emphasis added). According to Task Force cochair Brian J. Gorman, the Task Force developed a working five-tier model of a "comprehensive, generic career ladder program for paraeducators," designed to address the projected teacher shortage, lack of facility resources, low-level employment status, and barriers to accessing higher education, by creating a quality pool of future teachers, increasing employment opportunity for minority populations, and delivering education more effectively and efficiently. The Task Force's working model helped to garner support for passage of SB1636 in 1990, which established in part the California Paraprofessional Teacher Training Program. First-year funding was not appropriated until 1994, however. (*See also State Sponsorship, above.*) Many California school districts used the Task Force's matrix as a road map when drafting their proposals for grant funding under the new program.

The American Federation of Teachers (AFT) can point to a limited number of local affiliates with fully realized paraprofessional career ladders. A handful of locals, e.g., Albuquerque, Rochester (NY), New York City, and Cleveland, support and reward paraprofessionals who want to advance all the way into the teacher workforce. Albuquerque has been out front with a system of career options offering educational assistants opportunities for professional development as well as potential career development.

EA-CAP, Albuquerque

The overall goal of Albuquerque's four-level Educational Assistants Career Advancement Program (EA-CAP) is "to develop a highly trained and skilled workforce that will better support the role of the teacher and support improved learning opportunities for students. Through this program, educational assistants will have opportunities to enhance their knowledge, skills, and abilities, and support the improved delivery of educational services by accepting additional responsibilities and duties. *The EA-CAP also provides choices so that educational assistants will be prepared to continue their professional development and, if desired, enter the teaching profession*" (emphasis added).

Going beyond EA-CAP's highest step (i.e., Master Level Educational Assistant, which requires an associate's degree), Albuquerque's Career Development Program is a collaborative effort between the public school system (APS), the University of New Mexico (UNM), and the Albuquerque Educational Assistants Association (AEAA), offering career advancement opportunities to degreed and nondegreed APS educational assistants (and other qualified baccalaureate degree holders). Preference is given to applicants who have strong academic records, and (if nondegreed) are admissible to the university department from which they expect to receive their degree.

The undergraduate scholarship program supports currently employed APS educational assistants who have completed a minimum of three years' permanent employment and are working toward a baccalaureate degree in elementary, secondary, or early childhood education, special education, or bilingual education. AEAA awards five $5,000 UNM scholarships every semester to cover full-time tuition costs, books, and fees, and help toward living expenses. Participants in the Career Development Program receive one semester of educational leave from the APS, carry a minimum of twelve credit hours, and agree to continue their employment with the APS for at least one year following the leave.

A second component assists APS educational assistants and other individuals who already have a bachelor's degree in another field and want to become licensed elementary teachers. This postbaccalaureate internship/licensure component offers a 17-month course of study, including a year of paid internship with mentoring and three semesters of prepaid tuition.

The number of applicants per semester averages 20-25; about 50% are Hispanic and bilingual (bilingualism is a plus, but not the focus). Sixty-seven applied when the Career Development Program began in 1991. By spring 1994, the program had awarded $225,000 in scholarships, graduated 11 from the undergraduate component and seven from the licensure component, all of whom became full-time APS teachers.

AEAA president Frances Sanchez and vice president Kathy Chavez saw close collaboration with the university and the APS as critical to establishing the Career Development Program. "Knowing that UNM and the APS trusted us and respected us for wanting to become professionals was an overwhelming experience." The result is "a dream come true. Our educational assistants see open doors at the university. The program gives them the extra push, the chance to reach their potential and fulfill their desire for a teaching career."

Part V

Conclusion

BEST COPY AVAILABLE

◄ *Lucy Sells, CIBTE graduate,*
Prescott College

Conclusion

Over the past 30 years there's been an explosion of employment opportunities for paraprofessionals in American education, spurred on by a succession of federal categorical programs. Although paraprofessionals are still predominantly seen as "an extra pair of hands" in the classroom, this expansion has also been accompanied by increasing differentiation of paraprofessional roles and responsibilities.

In the early '70s, largely because of massive federal funding, aide-to-teacher programs proliferated. At its height, the federally funded Career Opportunities Program (COP) provided nearly $27 million a year to support some 15,000 paraprofessionals on pathways into teaching. However, the majority of these programs disappeared when their federal funding was lost.

Since the late 1980s, there has been a revival of interest in paraeducator-to-teacher programs. Major foundations, principally the DeWitt Wallace-Reader's Digest Fund and the Ford Foundation, have targeted such programs as a powerful vehicle for addressing quality and diversity in the teaching profession. Unions have begun incorporating paraeducator career opportunities into their collective bargaining agreements. School districts have seized upon such programs as a strategic tool to develop a teacher workforce better suited for the demands of urban (or isolated rural) classrooms. States have identified them as a means of addressing critical shortage fields in their teaching ranks.

Many of these burgeoning "homegrown" efforts have sprung up in a historical vacuum, virtually recreating innovative program designs that were tested and documented two decades earlier and thinking them brand-new. Others have self-consciously adapted past efforts to meet 1990 classroom demands. Regardless of their provenance, these latter-day paraeducator-to-teacher models confront many of the challenges faced by their erstwhile counterparts: scarcity of funding; vulnerability to political and social forces beyond their control; higher education institutions' often sluggish response to the needs of nontraditional students; school colleagues' and family members' reluctance to see former paraprofessionals in new roles; and more.

However, contemporary paraeducator-to-teacher programs also present a set of opportunities similar to, if not larger than, their EPDA-era predecessors. For example, in meeting the educational needs of paraeducators, colleges and universities *have* been forced to examine their own practices vis à vis adult and nontraditional learners. Typically, this has involved modification of student support, advisement, course scheduling, a stronger emphasis on cohort groups, credit for life experience and (more occasionally) off-campus/school site programming. Sometimes the changes have run deeper, affecting the curriculum, assessment, and the relations between schools and colleges, particularly in the arena of expanded induction models and more clinically based programs. These are important victories on behalf of an emerging new career-long paradigm of teacher development. Clearly, policymakers concerned with the current state of teacher preparation have something to learn from these programs.

A number of school reformers have pointed to the lack of synchrony between home and school culture as a significant obstacle to minority student achievement. Paraeducators already serve as a vital bridge between communities and schools in thousands of American classrooms. As well-prepared teachers they can better contribute their knowledge and skills to issues of curriculum, school culture, parental outreach, the attitudes of fellow teachers, and, most important, their students' academic success.

▼

Having broken through the class ceiling themselves, paraeducators can serve as powerful role models and guides for low-income and minority students' career aspirations.

Moreover, as discussed in Part III, high rates of teacher attrition—particularly in urban schools, are a significant factor in the growing school achievement gap that runs along race and class lines in America. Paraeducators, with already strong roots in the community, suggest a staying power that's critically needed. In addition, having broken through the class ceiling themselves, paraeducators can serve as powerful role models and guides for low-income and minority students' career aspirations. As one program director observed, paraeducators "are homegrown teachers who've worked in the schools and moved to another plateau. They return to the schools and can say, 'I did it and maybe you can, too.'"

Finally, in lifting the skill levels and earning power of their participants, paraeducator-to-teacher programs raise society's social asset base, at a time when human capital and knowledge development has become "the key resource for a nation's . . . strength."[1] For all these reasons and more, paraeducator-to-teacher programs deserve the attention of policymakers and practitioners.

This study found nearly 150 programs nationwide enrolling over 9,000 paraeducators on pathways to teaching. Over three quarters of these participants are prospective teachers of color, a cohort nearly half the size of the number of minority teachers hired annually in the United States (and closely comparable to the nation's annual production of minority B.A.s in education). Nearly half of reporting programs indicate special education as a focus; almost two fifths of all programs report bilingual teacher preparation as an area of focus—goals that comport closely with critical-shortage fields in the profession.[2] Three quarters of all programs serve urban school systems, where the demand for a more qualified, diverse, and culturally responsive teaching force is particularly acute.

Perhaps no less important than these results are the experiences, dispositions, knowledge, skills, and commitment that these teachers-to-be offer our schools. Time and again in our site visits and survey responses, the extraordinary dedication of these paraeducators came through as a hopeful sign for education—and the nation's future.

In sum, a generation after the COP program demonstrated the value of aide-to-teacher efforts in diversifying the teacher workforce, the nation is taking a second look at these programs. In the process, it has a second chance to get them right. For, far more than the federally funded COP program, the current movement is more truly "homegrown," arising via local initiative and effort—save for the substantial support of a handful of major foundations. Though less well capitalized than COP overall, today's paraeducator-to-teacher programs boast a more diversified funding base. They also have developed at a time of intensifying interest in the reform of teaching, which suggests potentially increasing—not ebbing—prospects for support, if their links to this reform movement can be strengthened.

Notwithstanding, at the end of our investigation some critical questions still remain:[3]

- First, although program directors responding to RNT's survey rated paraeducators' overall performance as slightly higher than traditional teacher education candidates (and we collected anecdotal evidence that they make outstanding teachers), there is still much to be learned about program graduates' performance as classroom teachers.

  How well do paraeducators perform once they enter teaching? What is their impact on student learning? Are well-prepared paraeducators achieving different results from their traditional-aged (and -prepared) peers?

- Second, what are the most critical elements of successful paraeducator-to-teacher programs? Financial assistance and incentives, the quality of the recruitment pool, effective outreach to participants, highly trained staff, institutional flexibility, multi-school collaboration, student support and advisement were all rated highly as program strengths—but their relative importance, along with the significance of a myriad other factors, still needs to be determined.
- Third, how can the impact of successful programs be amplified (or sustained) given the vagaries of foundation support and the current doleful prospects for education funding at the federal level? How will current controversies over affirmative action and other equal opportunity programs affect program funding, focus, and job prospects for participants?

Arguably, these last questions may prove the most vexing. State-level support, of course, is always welcome, but is subject to a variety of political and budgetary pressures as stringent as those which pertain at the federal level.[4] Foundation support, while less subject to political winds of fortune, cannot be counted on to sustain these programs over the long haul. A better answer seems to be suggested by those districts where paraprofessional career opportunities have been negotiated as part of the collective bargaining agreement, thereby giving district decision makers as well as union administrators a stake in their survival. Even so, districts reeling from the cascading impact of state and federal budget cuts may be unlikely to preserve such innovative, but potentially expensive programs, unless there is a significant public constituency to support them.

▼

How can public will be marshaled to support programs that turn received opinion on its head with respect to the talent pool the nation must tap to create first-class teachers and world-class schools?

How can public will be marshaled to support programs that turn received opinion on its head with respect to the talent pool the nation must tap to create first-class teachers and world-class schools? Sadly, in today's climate of opinion, as long as these programs are seen solely as minority recruitment vehicles, their vulnerability to social and political pressures outside their control may *increase*, not diminish.

However, if they are seen as models of enhanced teacher preparation, improved induction, extended clinical experience, and a redesigned career continuum; if they are understood as ultimately a cost-effective investment in teacher development because of their significantly strengthened retention rates; if they can demonstrate over the long term success with students; in short, if they come to be viewed as an investment in teacher quality as well as teacher diversity, they might not only survive, they should thrive.

Here, as previously (see RNT's *State Policies to Improve the Teacher Workforce: Shaping the Profession That Shapes America's Future*, 1993), we argue for the creation of more coherent teacher development systems in every state and school district: strategic frameworks that place the creation of a more qualified, diverse, and culturally responsive teaching force at their core. The overall task is to expand the pool, improve the pipeline, transform the culture of teaching, and develop public understanding and support for a significantly enhanced teaching profession simultaneously.

▼

America's teacher recruitment, development, and diversity challenges require engaging our best minds, our deepest values, our strongest commitments.

For in the final analysis, only if there is a public willing to support them, willing to embrace the goal of diversity as a critical integer of school reform (and national life), and willing to invest in both teacher quality and diversity, will these programs be protected from the instability in funding trends that presided over the demise of the COP programs in the '70s.

So, let us state the stakes as bluntly as we can:

- Too many children are currently being consigned to dead-end futures;
- Too many teachers who want to *do better*, don't have the tools to reach them and teach them;

- And, too many paraeducators who want to *do more* continue to bump up against a class ceiling. A class ceiling that is denying the nation their contributions at a time when America's teacher recruitment, development, and diversity challenges require engaging our best minds, our deepest values, our strongest commitments.

Barbara Gordon Cobb, the first graduate of Connecticut's TOP program, certainly knows the meaning of such commitment. "You can graduate at the top of your college class," she told us,

> *but it doesn't matter how high your grades were if you don't believe that the children are worth all the effort you can put into the job. My philosophy comes down to this: Each child is like a precious jewel. You have to cultivate each one, keep trying and keep working. I treat and teach my students the way I expect my grandchildren to be treated and taught. I give and expect nothing less.*

Could we possibly ask more for teaching and America's future than this?

Notes

[1] Drucker, Peter. (November 1994). "The Age of Social Transformation." *Atlantic Monthly*.

[2] NB: In 1990-91, 26% and 37% of schools, respectively, reported significant current demand for qualified teachers in these areas (Choy, S.P., Bobbitt, S.A., et al., 1993, *Schools and Staffing in the United States: A Statistical Profile, 1990-91*).

[3] Concurrent evaluations under way (by the Urban Institute and the Educational Testing Service) on behalf of the DeWitt Wallace-Reader's Digest Fund and the Ford Foundation are likely to shed much light on many of these questions.

[4] Connecticut's recent near-abandonment of its TOP program is a case in point.

Part VI

Bibliography

◀ *Wyoming media aide*
Maribeth Devitch
(NEA photo)

Bibliography

American Association of Colleges for Teacher Education. (1993a). *Teacher Education Policy in the States, A 50-State Survey of Legislative and Administrative Actions.* Washington, DC: AACTE State Issues Clearinghouse.

American Association of Colleges for Teacher Education. (1993b). *Alternative Paths to Teaching: A Directory of Post-Baccalaureate Programs.* Washington, DC.

American Association of Colleges for Teacher Education. (1994). *RATE VII: Teacher Preparation in the Urban Context.* Washington, DC.

American Association of Colleges for Teacher Education. (1995). *RATE VIII: Teaching Teachers—Relationships with the World of Practice.* Washington, DC.

Arends, Richard I., Clemson, Shelley, and Henkelman, James. (1992). "Tapping Nontraditional Sources of Minority Teaching Talent." In Dilworth, Mary E., ed. *Diversity in Teacher Education.* San Francisco: Jossey-Bass.

Association for Supervision and Curriculum Development. (June 1994). "Teaching Language Minority Students." *ASCD Update,* 36 (5).

Auger, Keith. (January 1990). "A Proposed Career Development Program for Post-Baccalaureate Licensure Candidates and Educational Assistants." Albuquerque: University of New Mexico: unpublished.

Bank Street College of Education. (1969). *An Annotated Bibliography on Auxiliary Personnel in Education, Prepared for the U.S. Office of Education.* New York: Bank Street College of Education.

Benally, Herbert. (1989). "Diné Philosophy of Learning." *Journal of Navajo Education,* 6.

Bey, Theresa M. and Holmes, C. Thomas, eds. (1990). *Mentoring: Developing Successful New Teachers.* Reston, VA: Association of Teacher Educators.

Bey, Theresa M. and Holmes, C. Thomas, eds. (1992). *Mentoring: Contemporary Principles and Issues.* Reston, VA: Association of Teacher Educators.

Blackwell, James B. (September/October 1989). "Mentoring: An Action Strategy for Increasing Minority Faculty." *Academe.*

Bobbitt, Sharon A. (September 1994). Data from the *Schools and Staffing Survey, 1990-91,* as requested by RNT from the National Data Resource Center of the National Center for Educational Statistics, U.S. Department of Education.

Boe, Erling E., et al. (June 1994). *From Whither Didst Thou Come? Sources of Special and General Education Teachers in National Perspective.* University of Pennsylvania Graduate School of Education, Center for Research and Evaluation in Social Policy.

Buenaventura, Lisa and Donlin, Mike. (February 1992). "The Seattle Public Schools Department of Transitional Bilingual Education and the Origins of the G-STEP Program." Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education. San Antonio, TX.

California Commission on Teacher Credentialing. (1992). *Success for Beginning Teachers: The California New Teachers' Project, 1988-92.* Sacramento, CA: California State Department of Education.

California Commission on the Teaching Profession. (1985). *Who Will Teach Our Children?* Cited in Linda Darling-Hammond. (November 1994). *The Current Status of Teaching and Teacher Development in the United States.* Background paper for the National Commission on Teaching and America's Future.

BEST COPY AVAILABLE

California Department of Education. (1991). *Remedying the Shortage of Teachers for Limited-English-Proficient Students.* Sacramento: Task Force on Selected LEP Issues.

California State University. (1993). *Teacher Diversity Programs in the California State University, 1992-1993.* Long Beach, CA: Office of the Chancellor.

Carter, Deborah J. and Wilson, Reginald. (1991). *Minorities in Higher Education. Ninth Annual Status Report, 1990.* Washington, DC: American Council on Education.

Carter, Deborah J. and Wilson, Reginald. (1993). *Minorities in Higher Education. Twelfth Annual Status Report, 1993.* Washington, DC: American Council on Education.

Carter, W. Thomas. (1977). "The Career Opportunities Program: A Summing Up." In Gartner, Alan, et al., eds. *Paraprofessionals in Education Today.* New York: Human Services Press.

Celis, William, III. (November 3, 1993). "Cities Innovate in a Search for Minority Men to Teach." *New York Times,* A1, B 15.

Choy, Susan P., Bobbitt, Sharon, et al. (1993). *Schools and Staffing in the United States, A Statistical Profile, 1990-91.* Washington, DC: National Center for Educational Statistics, U.S. Department of Education.

Commission on National and Community Service. (January 1993). *What You Can Do for Your Country.* U.S. Government Printing Office: 338-528/70770.

Cross, K. Patricia. (1981). *Adults as Learners.* San Francisco: Jossey-Bass.

Darling-Hammond, Linda. (November 1994). *The Current Status of Teaching and Teacher Development in the United States.* Background paper prepared for the National Commission on Teaching and America's Future. New York: Teachers College, Columbia University.

Darling-Hammond, Linda and Cobb, Velma. (1996). "The Changing Context of Teacher Education." In Murray, Frank B., ed. *The Teacher Educator's Handbook.* San Francisco: Jossey-Bass.

Diaz-Rico, Lynne T. and Smith, Jerilynn. (Fall 1994). "Recruiting and Retaining Bilingual Teachers: A Cooperative School-Community-University Model." *The Journal of Educational Issues of Language Minority Students, 14.* Boise, ID: Boise State University.

Drucker, Peter. (November 1994). "The Age of Social Transformation." *Atlantic Monthly.*

Education Commission of the States and Metropolitan Life Foundation. (1987, 1988). "Focusing the Debate for Positive Change in Teacher Education." *Proceedings* of a series of regional forums on teacher education, 1986-88. Denver, CO: Education Commission of the States.

Education Daily. (October 12, 1994). "Special Ed Personnel Shortage to Worsen, Researchers Predict." *27* (196): 1, 3.

Feiman-Nemser, Sharon. (February 1992). *Helping Novices Learn to Teach: Lessons from an Experienced Support Teacher.* NCRTL Research Report 91-6. East Lansing, MI: Michigan State University.

Feistritzer, E. and Chester, D. (1992). *Alternative Teacher Certification: A State-by-State Analysis, 1992-93.* Washington, DC: National Center for Education Information.

Fletcher-Campbell, Felicity. (December 1992). "How Can We Use an Extra Pair of Hands?" *British Journal of Special Education, 19* (4), 141–143.

Foreman, Margaret V. (April 1994). *Minority Educators—An Endangered Species: The Trend Continues in North Carolina's Public Schools.* Raleigh, NC: North Carolina Association of Educators.

BEST COPY AVAILABLE

Foster, Michelle. (October 1989). "Recruiting Teachers of Color: Problems, Programs and Possibilities." Paper presented at the Fall Conference of the Far West Holmes Group. Reno, NV.

Frith, Greg H. and Mims, Aquilla. (Spring 1985). "Burnout Among Special Education Paraprofessionals." *Teaching Exceptional Children, 17* (3), 225-227.

Garibaldi, Antoine M., ed. (1989). *Teacher Recruitment and Retention, with a Special Focus on Minority Teachers.* Washington, DC: National Education Association Professional Library.

Garibaldi, Antoine M. (1991). "Abating the Shortage of Black Teachers," in Willie, Charles V., Garibaldi, Antoine M., and Reed, Wornie L., eds. *The Education of African-Americans.* NY: Auburn House.

Gartner, Alan. (1971). *Paraprofessionals and Their Performance: A Survey of Education, Health, and Social Service Programs.* New York: Praeger Publishers.

Gartner, Alan, Jackson, Vivian Carter, and Riessman, Frank, eds. (1977). *Paraprofessionals in Education Today.* New York: Human Services Press.

Genzuk, Michael. (1993). *Latino Paraeducators: A Source for Remedying the Shortage of Spanish-Speaking Bilingual Teachers.* Los Angeles: University of Southern California School of Education, Latino Teacher Project.

Genzuk, Michael. (1995). *Integration Factors Affecting Commitment to Educational and Occupational Goals for Latino Paraeducators.* Doctoral dissertation. Los Angeles: University of Southern California School of Education.

Genzuk, Michael, Lavadenz, Magaly, and Krashen, S. (1994). "Paraeducators: A Source for Remedying the Shortage of Teachers for Limited-English-Proficient Students." *The Journal of Educational Issues of Language Minority Students, 14.* Boise, ID: Boise State University.

Gordon, June A. (July 1991). *Fundamental Issues for Minority Teachers and Multicultural Teacher Education.* Occasional Paper No. 13. Seattle: University of Washington, Center for Educational Renewal.

Greer, R. G. and Husk, W. L. (1989). *Recruiting Minorities into Teaching.* Fastback 290. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Harris, Louis. (1993). LH Research, based on Department of Education and Bureau of Labor Statistics data.

Hentschke, Guilbert, et al. (n.d.). "Paraeducators: New Plumbing in the Teacher Education Pipeline." Los Angeles: University of Southern California School of Education.

Hodgkinson, Harold L. (January 18, 1995). "A True Nation of the World." Part of a commentary report on immigrant education. *Education Week*, p. 32.

Hopkins, Thomas R. (May 1994). *Navajo Nation Ford Teacher Education Program, An Evaluation Report on the First Funded Period, August 1992-December 1993.* Window Rock, AZ: Navajo Nation Division of Education, Office of Teacher Education Programs.

Houston, W. R., Huling-Austin, L., and Cuellar, E. (Fall/Winter 1990-91). "Achieving Ethnic Diversity." Theme issue of the *Journal of the Texas Association of Colleges for Teacher Education,* 6 (2).

Huling-Austin, Leslie. (May/June 1992). "Research on Learning to Teach: Implications for Teacher Induction and Mentoring Programs." *Journal of Teacher Education.*

International Reading Association. (1994). *Who Is Teaching Our Children: A Look at the Use of Aides in Chapter 1.* Washington, DC.

James, J. R., ed. (1993). *Recruiting People of Color for Teacher Education.* Hot Topics Series. Bloomington, IN: Phi Delta Kappa, Center for Evaluation, Development, and Research.

Kaplan, George R. (1977). *From Aide to Teacher: The Story of the Career Opportunities Program.* Washington, DC: U.S. Government Printing Office.

Kentucky Department of Education. (1989). *Guidelines for Management of Teachers' Aide Programs in Kentucky Schools.* Third Revision.

King, Sabrina Hope. (Summer 1993). "The Limited Presence of African-American Teachers." *Review of Educational Research,* 63 (2), pp. 115-149.

Knowles, Malcolm S. (1970). *The Modern Practice of Adult Education: Andragogy vs. Pedagogy.* New York: Association Press.

Knowles, Malcolm S. (1984). *Andragogy in Action. First ed.* San Francisco: Jossey-Bass.

Lavadenz, Magaly. (1994). *Factors Related to the Teaching Motivation of Chicano/Latino Paraprofessionals.* Doctoral dissertation. Los Angeles: University of Southern California School of Education.

Leighton, Mary S., Hightower, Amy M., and Wrigley, Pamela G. (1995). *Model Strategies in Bilingual Education: Professional Development.* Washington, DC: Policy Studies Associates, for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs.

Levine, Arthur and Nidiffer, Jana. (1995). *Beating the Odds—How the Poor Get to College.* San Francisco: Jossey-Bass.

Lewis, Linda H. (1987). "Experiential Techniques," in Klevins, Chester, ed. *Materials & Methods in Adult and Continuing Education.* Los Angeles: Klevins Publications.

Linguistic Minority Research Institute. (January/February 1994). "Need for Bilingual Staff is Still Great." *LMRI News, 3* (3). University of California/Santa Barbara.

Macias, Reynaldo F. (October 1994). *U.S. Linguistic Minority Research Institute News Briefs, 4,* (2). University of California/Santa Barbara.

National Center for Education Statistics. (1993). *Digest of Education Statistics.* U.S. Department of Education, Office of Educational Research and Improvement.

National Center for Education Statistics. (July 1993). *Schools and Staffing Survey, 1990-91.* U.S. Department of Education, Office of Educational Research and Improvement.

National Center for Education Statistics. (January 1995). *Projections of Education Statistics to 2005.* U.S. Department of Education, Office of Educational Research and Improvement.

National Center for Education Statistics. (May 1995). *Profile of Older Undergraduates: 1989-90.* U.S. Department of Education, Office of Educational Research and Improvement.

National Education Association. (1992). *Status of the American Public School Teacher, 1990-1991.* Washington, DC: NEA.

National Education Association. (September 1994). *NEA Today, Education Support Edition, 13* (1).

North Carolina Association of Educators. (April 1994). *Minority Educators—An 'Endangered Species': The Trend Continues in North Carolina's Public Schools.* Raleigh, NC: NCAE Professional and Organizational Development.

Ochoa, Alberto and Wright, Pamela G. (1983). *Educational Characteristics of Paraprofessionals in Southern California: A Survey of Their Career Ladder Needs.* San Diego: California Association for Bilingual Education.

Odell, Sandra J. and Ferraro, Douglas P. (1992). "Teacher Mentoring and Teacher Retention." *Journal of Teacher Education, 43* (3).

Olshefski, Tish. (Summer 1995). "The New Title I Regulations: What Will They Mean for Students and Staff?" *New Directions, 16* (3), newsletter of the National Resource Center for Paraprofessionals in Education and Related Services.

Padron, Eduardo J. (Winter 1992). "The Challenge of First-Generation College Students: A Miami-Dade Perspective," in Zwerling, L. Steven and London, Howard B., eds. *First-Generation Students: Confronting the Cultural Issues.* New Directions for Community Colleges, No. 80. San Francisco: Jossey-Bass.

Pearl, Arthur. (February 22, 1990). Testimony before the Senate Committee on Education, National Teacher Act of 1989, Title IV, S. 1676, New Careers for Teachers.

Pickett, Anna Lou. (Winter 1984). "The Paraprofessional Movement: An Update." *Social Policy, 14* (3), pp. 40-43.

Pickett, Anna Lou. (1989). *Restructuring the Schools: The Role of Paraprofessionals.* Washington, DC: Center for Policy Research, National Governors' Association.

Pickett, Anna Lou. (1994). *Paraprofessionals in the Education Workforce.* Washington, DC: National Education Association.

Pickett, Anna Lou. (April 1995). "Serving Students with Limited English: The Need to Prepare Paraeducators to Help Meet the Challenge." *PARAPhrase, 1* (3). Seattle, WA: Washington's Educational Service Districts.

Pickett, Anna Lou, Stanley F. Vasa, and Allen L. Steckelberg. (1993). *Using Paraeducators Effectively in the Classroom.* Fastback 358. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Pigge, Fred L. (Fall 1992). "A Longitudinal Comparison of the Academic, Affective, and Personal Characteristics of Persisters and Non-persisters in Teacher Preparation." *Journal of Experimental Education, 61* (1), pp. 19-26.

Rendon, Laura I. and Valadez, James R. (1994). "New Wave Students and the Community College," in Baker, George A., ed. *A Handbook on the Community College in America.* New York: Greenwood Press.

Richardson, Richard C., Jr. and Skinner, Elizabeth F. (1991). *Achieving Quality and Diversity: Universities in a Multicultural Society.* New York: Macmillan.

Richardson, Richard C., Jr. and Skinner, Elizabeth F. (Winter 1992). "Helping First-Generation Minority Students Achieve Degrees," in Zwerling, L. Steven and London, Howard B., eds. *First-Generation Students: Confronting the Cultural Issues.* New Directions for Community Colleges, No. 80. San Francisco: Jossey-Bass.

Richburg, Robert, et al. (forthcoming). "Adding Power to Our Ability to Develop Outstanding New Teachers." *Journal of Teacher Education.*

Roebuck, Julian B. and Murty, Komanduri S. (1993). *Historically Black Colleges and Universities: Their Place in American Education.* Westport, CT: Praeger.

Rotberg, Iris C. and Harvey, James J. (1993). *Federal Policy Options for Improving the Education of Low-Income Students, Vol. 1.* Santa Monica, CA: RAND Institute on Education and Training.

Russell, Ronald. (June 1989). "How to Give Your Instructional Assistants an A+ Training Program." Paper presented at the annual meeting of the Confederation of Oregon School Administrators. Seaside, OR.

Scheetz, L. Patrick. (July 1995). *Recruiting Trends 1995-96, Education Supplement.* East Lansing, MI: Michigan State University, Career Services and Placement.

Schnaiberg, Lynn. (March 23, 1994). "'Homegrown' Bilingual-Ed. Teachers Take Root." *Education Week,* p. 5.

BEST COPY AVAILABLE

Schnaiberg, Lynn. (September 21, 1994). "OMB Study Puts Price Tag on Educating Illegal Immigrants." *Education Week*, p. 18.

Spellman, S. O. (July/August 1988). "Recruitment of Minority Teachers: Issues, Problems, Facts, Possible Solutions." *Journal of Teacher Education*, 39 (4).

Stedman, James B. (1992). *Teachers: Issues for the 102nd Congress.* Congressional Research Service Issue Brief. Library of Congress, IB91024.

Striffler, N. (May 1993). "Current Trends in the Use of Paraprofessionals in Early Intervention and Preschool Services." National Early Childhood Technical Assistance System (NEC*TAS). University of North Carolina at Chapel Hill.

Thompson, Scott, ed. (November 1993). *Whole Child, Whole Community.* Boston, MA: Institute for Responsive Education.

Tinto, Vincent. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition.* Chicago: University of Chicago Press.

Turney, David T. (1962). *Secretaries for Teachers.* Nashville, TN: Department of Education, George Peabody College for Teachers.

Villegas, Ana Maria, et al. (1995). *Teaching for Diversity: Models for Expanding the Supply of Minority Teachers.* Princeton, NJ: Educational Testing Service, Policy Information Center.

Warshaw, Mimi B. (1992). *Aide-to-Teacher Project.* Report of the Consortium for Minorities in Teaching Careers, California State University/Dominguez Hills.

White, R., Haney, K., and Pickett, A. L. "Alleviating the Shortage of Minority Special Education Professionals Through Paraprofessional Recruitment." Reston, VA: Council for Exceptional Children, 1990.

Wilson, Jill, ed. (1991). *"Toward a More Diverse Faculty for California's Schools, Colleges and Universities—Programs to Prepare Underrepresented Students for Careers in Teaching."* Sacramento, CA: Intersegmental Coordinating Council.

Witty, Elaine P. (1982). *Prospects for Black Teachers: Preparation, Certification, Employment.* Washington, DC: ERIC Clearinghouse on Teacher Education, ED 213 659.

Yopp, Hallie, and others. (Summer 1991). "The Teacher Track Project: Increasing Teacher Diversity." *Action in Teacher Education*, 13 (2), pp. 36-42.

Yopp, Ruth, and others. (Summer 1992). "Profiles and Viewpoints of Minority Candidates in a Teacher Diversity Project." *Teacher Education Quarterly*, 19 (3), pp. 29-48.

Zwerling, L. Steven and London, Howard B., eds. (Winter 1992). *First-Generation Students: Confronting the Cultural Issues.* New Directions for Community Colleges, No. 80. San Francisco: Jossey-Bass.

Appendices

APPENDIX A

Program Profiles

A-1 Navajo Nation/Ford Teacher Education Program

A-2 Latino Teacher Project/University of Southern California and Partners

A-3 Teaching Opportunities for Paraprofessionals/State of Connecticut

A-4 Career Training Program/New York City

A-5 North Carolina Model Teacher Education Consortium

A-6 Programs to Prepare Bilingual Teacher Aides as Special Educators/Northeastern Illinois University

A-7 Teacher Track Project/California State University/Fullerton

A-8 Milwaukee Pathways to Teaching Careers Program/Alverno College and the University of Wisconsin/Milwaukee, and the Educational Assistant Degree Completion Program/Alverno College

A-9 Tomorrow's New Teachers, Pathways to Teaching Careers Program/Cleveland State University

APPENDIX A-1

Navajo Nation/Ford Teacher Education Program

> *My Grandchild. Education is the ladder. Tell our people to take it.*
>
> —Words of Navajo Chief Manuelito, 1868,
> on a plaque at the front entrance of the Education Center,
> Navajo Nation headquarters, Window Rock, Arizona

> *The traditional concept of a harmonious life requires balancing all four categories of Diné knowledge so that the individual will have sound beliefs and values that provide the best living for the family and provide good leadership to the family and community, and will have a sense of reverence for the earth and for all living things and for that which is in the heavens.*
>
> —Herbert Benally, "Diné Philosophy of Learning" (1989)

FACT BOX

Navajo Nation/Ford Teacher Education Program
The Navajo Nation implemented a teacher education initiative in 1992 designed to address the Navajo teacher shortage and preserve the Navajo language by producing 1,000 Navajo teachers in five years. (This number has since been revised to 250 certified Navajo bilingual teachers.)

Funding Source(s): The Ford Foundation, the Navajo Nation, and the U.S. Department of Education

Total Annual Operating Budget (1993-94): $1.8 million (three programs)

Participating District(s): Navajo Nation

College Partner(s): Navajo Community College, Fort Lewis College, Prescott College, Northern Arizona University, University of New Mexico, University of Northern Colorado

Number of Navajo Nation/Ford Program Participants: Approximately 228

Profile of Participants: 88% female, 12% male; all Native American

Criteria for Admission to Navajo Nation/Ford Program:

- Navajo citizenship and bilingual proficiency
- Employment as a teacher aide
- 42 college credits for admission at the community college level or 60 at the university level
- A commitment to teach on the Navajo Nation (reservation)

Navajo Nation/Ford Program Characteristics:

- Program operates as a consortium of colleges and universities.
- Most courses are taught at the school site.
- Navajo Ford Scholars complete the bachelor's degree within three years.
- A stipend is awarded to participants to be used for transportation and child care assistance.
- Navajo language and culture courses are required.

The Need for Navajo Teachers

Approaching Window Rock, Arizona, from New Mexico on Highway 264 West, one passes Pittsburg & Midway's gargantuan strip-mining operation, low hills with the barest hint of vegetation, and arroyos scarred by erosion. Utility poles, occasional shacks and trailers, signs announcing "Fireworks for Sale" and "Dead Pawn," and in Tse Bonito a laundromat, provide slim evidence of human habitation in the wide expanse. Just across the Arizona state line, amid higher hills, a few trees, and ragged red rock formations jutting skyward like wave-washed sand castles, sits Window Rock, the capital of the Navajo Nation.

Window Rock is tribal government headquarters for a reservation encompassing over 25,000 square miles in Arizona, Utah, and New Mexico, where 200,000-plus people reside in 110 community chapter governments/townships (making the Navajo Nation the largest in terms of land area and population of all Native American nations).

A strip of low-rise buildings lines both sides of Highway 264—a civic center, gas station, credit union, post office, the Navajo Nation Inn, and a shopping mall. The future home of the Navajo Nation Museum and Library, shaped like the traditional Navajo dwelling or "hogan," is under construction. The Window Rock "campus" of Prescott College is housed in a tidy blue trailer beside the highway. Navajo Community College classes meet at a similarly modest site nearby.

At 6:30 a.m., with 18-wheelers and pickup trucks whizzing past the thistleweed and wire-fence-bordered main highway, a yellow school bus lumbers across the intersection, finishing its early morning rounds of isolated Navajo communities scattered over the rural range. However, in Window Rock's schools—like the 240-plus public, parochial/mission, contract/community-controlled, private, and Bureau of Indian Affairs (BIA) schools throughout and near the reservation serving some 75,000 primary, elementary, and secondary school students—youngsters are unlikely to encounter a Navajo teacher. While nearly all 1,200 teacher aides on the reservation are Navajo, upwards of 92% of the 6,000 teachers are non-Navajo.

With a high school drop-out rate of approximately 75%, an unemployment rate of 35%, plus other dire socioeconomic and health-related problems, Navajo family and community integrity has been unraveling at an accelerating pace. Like many Native Americans, Navajos have a sad history of dependence on federal and state government largess, deriving from seizure of lands, loss of livelihood, and discriminatory practices. For several decades, generally well-intentioned white teachers and dominant Western thinking conspired to eradicate Navajo language and customs. What remains of traditional wisdom has been preserved in the stories and ceremonies of the elders, most of whom until very recently refused to put their beliefs in written form. Navajo leaders realized that unless something was done, and soon, the Navajo language and culture would be irretrievable.

In 1991 Navajo Nation president Peterson Zah[1] and his advisors in the Navajo Education Center launched the Navajo Teacher Education Initiative,

> *to ensure that our children receive a quality education which integrates the values and beliefs of the Navajo people. As Diné ["The People"], our teachings and beliefs have helped us to overcome all challenges throughout our history and we must*

> *teach these concepts to our children. As a Nation, we must strengthen our children to go forward to help build a great Navajo Nation that will serve the generations to come.*

President Zah and his colleagues acted in the belief that true Navajo teachers, or T'aa Dinégo Bada'olta'igii, are best equipped to teach Navajo children because they are sensitive to Navajo culture, philosophy, and history.[2] To address the Navajo teacher shortage and preserve the Navajo language, they set a goal of producing 1,000 Navajo teachers in five years in collaboration with a consortium of colleges and universities and issued a call for individuals who want to make a difference in the lives of Navajo children; individuals with new ideas to help motivate Navajo children to learn; teachers to instill pride in Navajo children and help them reach for their dreams. Six subgoals were set:

1. To plan and implement an integrated field-based teacher education program through a coordinated consortium of colleges and universities;
2. To infuse Navajo philosophy, language, and culture courses as requisites toward completion of the teacher education programs;
3. To assist consortium members in developing a monitoring system for a value-added assessment of the respective pilot projects;
4. To develop and implement a computerized Navajo teacher education tracking system;
5. To assist Navajo Community College to expand their Diné philosophy of learning to all consortium members and to provide extraordinary support services to NCC teacher education students; and
6. To encourage major state legislative and/or policy changes regarding alternative teacher certification and changes in funding policies.

Navajo Nation-Ford Teacher Education Initiative

At the time of RNT's visit, the Navajo Nation Office of Teacher Education housed three teacher education programs designed to increase the number of Navajo teachers available for nearly 6,000 teaching jobs on the reservation. (Turnover of teachers on the reservation is described by Elmer Guy, deputy director of the Education Center, as "horrendously high."[3]) The Navajo Nation-Ford Teacher Education Program operates as a consortium of colleges and universities to facilitate teacher preparation for 228 Navajo-speaking teacher aides at locations on or near the reservation.[4]

A showcase award-winning federal Title V project (Education Personnel Development) offered four-year teacher education programs to Native Americans who wished to teach on the Navajo reservation. The Navajo

Head Start Pilot Project supported Navajo Head Start workers pursuing a B.S. degree in early childhood education.[5]

These three programs collectively had an annual operating budget of $1.8 million: the Ford Foundation's $1 million-plus makes Ford the lead funder; the Navajo Nation provides $500,000 in part-time financial aid; all six postsecondary consortial partners are contributing administrative/indirect costs; and the U.S. Department of Education and program participants themselves supply the rest.

▲ *Roxanne Gorman, director, Navajo Nation Teacher Education Programs, with graduate Loretta Begay*

College and university consortial partners in the Navajo Nation-Ford Teacher Education Program are: Navajo Community College,[6] Fort Lewis College (Durango, Colorado), Prescott College (Prescott, Arizona), Northern Arizona University (Flagstaff), University of New Mexico (Gallup), and University of Northern Colorado (Greeley). Most courses are taught at school sites or other central locations on the reservation to accommodate Navajo Ford Scholars living at prohibitive distances from the main campuses. As described below, each postsecondary institution runs the program in its own distinctive way, yet there are commonalities:

- Minimum requirements for admission to the program include: Navajo citizenship and bilingual proficiency; employment as a teacher aide; 41 college credits for admission at the community college level; 60 credits at the university level; and a commitment to teach on the Navajo Nation (reservation).
- Prospective participants obtain information about the program from school and college/university personnel via fliers, presentations, media releases, and word of mouth.
- Navajo Ford Scholars must complete the bachelor's degree within three years by attending college part time in fall and spring (evening and weekend classes) and full time in the summer. (Forty-two had graduated by spring '94.)
- Participants must have a GPA of 2.0 or better for acceptance into the program (higher GPAs are required for admission to some of the partner institutions) and must earn a grade of "C" or better in each course to maintain active status.
- In addition to tuition assistance, a stipend is awarded to be used for transportation and child care assistance.
- An alternative admissions process was approved for Navajo students at the University of New Mexico, Northern Arizona University, and

> Fort Lewis College, allowing them to bypass the state-mandated PPST (preprofessional skills test) at entry and concentrate on preparing for the NTE exit exam. (Only *two* Navajo students had passed the PPST before the Ford and Title V programs began.)

When the Navajo Nation approached the Ford Foundation in 1991 for support of the proposed Teacher Education Initiative, Ford responded initially with a planning grant that allowed the Navajo Nation to collect essential data and establish criteria for consortium membership. The Navajo Nation Division of Diné Education set up an Office of Teacher Education Programs in 1992, directed by Roxanne Gorman, to coordinate the three programs. The number of institutions invited to join the consortium (22) was pared down to six institutions willing to accept the following conditions:[7]

1. Fluency in speaking Navajo – The short duration of the Ford grant drove the decision to require fluency (starting from scratch would simply take too long). Other scholarship/financial aid programs are available that do not have this requirement.[8]
2. Navajo language courses as graduation requirements.
3. Navajo Nation control over program funds – Previously, lump sums were awarded directly to colleges, but services were not always delivered as agreed.
4. Transfer of community college credits to four-year institutions.
5. Part-time study – Part-time students, specifically teacher aides, were to be eligible for student services and financial aid.
6. On-site delivery of courses and services.

It is no small feat for the Navajo Nation Office of Teacher Education Programs to develop, implement, and enforce program policy in conjunction with three major school systems (public, contract/community-controlled, and Bureau of Indian Affairs) plus parochial/mission schools sprinkled throughout the reservation over a three-state area. Each state and each system has its own policies regarding educational standards, curriculum, and certification of personnel. The Navajo Nation is by far the largest native nation with the largest land base, but the Navajos have to work with the Hopi (whose reservation is entirely contained within the Navajo reservation), Zuni Pueblo, Apache, and many other smaller neighboring native nations.

Navajo Community College

Navajo Community College (NCC) was founded in 1968 as the first tribally controlled, federally supported two-year college in the United States. The 1,200-acre residential campus at Tsaile and a branch campus at Shiprock in the Four Corners region offer 13 associate degrees and several certificate programs. (A baccalaureate-level teacher education program is on the drawing board.) Off-campus centers in Arizona and New Mexico facilitate access to a limited number of courses for Navajos and others residing in those areas. NCC enrolls an average of 2,200 students, 92% of whom are Native American; 66% are 25 years or older; 69% are women. All 23 Navajo Ford Scholars at NCC are women.

"Language is the key to our Navajo identity," says Benjamin Barney, director of the Elementary Teacher Education Program at NCC. "Our effort is to promote Navajo education through the Navajo language." Indeed, NCC is the centerpiece of the Navajo Nation-Ford Teacher Education Program, providing instruction in Navajo history and government, culture, philosophy, and language for all teacher training students who wish to become certified. Five Navajo language courses are required for all Navajo Ford Scholars (no matter which consortium college or university they attend): Navajo Literacy (for Navajo speakers), Navajo Literacy and Grammar for Speakers, Navajo Descriptive and Narrative Writing, Teaching Navajo to the Native Speaker, Teaching Navajo as a Second Language.

Herbert Benally (1989), Navajo instructor at NCC's branch campus at Shiprock, New Mexico, describes a Navajo philosophy of learning that reorients teaching and curricular practices to traditional notions of balance and interrelatedness, or "hozho." Navajo elders teach that the aim of Navajo life is to seek a state of balance and harmony, as identified with the four cardinal directions: east (dawn) gives direction to life, values, and choices; south (twilight) represents the knowledge and skills needed to make a living and meet life's demands; west (evening) means the gathering of the family and learning positive human relations, proper social behavior and values; and north (night) brings rest, contentment, and respect for nature.

Until recently, Benally observes, this profound and simple philosophy was found only in mythology, songs, and prayers, to which younger generations had become increasingly indifferent, assimilation of the Navajo into Western (Anglo) culture having nearly eradicated native history, language, and culture. Navajo educators are now trying to restore traditional wisdom to their people by institutionalizing the Diné philosophy of teaching and learning in all facets of tribal life, beginning with education.

Benally decries the passivity of Native Americans toward education and urges a critical examination of mainstream goals and procedures for educating their children. An educational institution that aims to implement programs along traditional lines would embed the Navajo philosophy in its mission statement, and all learning would flow naturally from those principles through the four great branches of knowledge.

Thus, NCC has defined and structured its Tsaile campus as well as the academic programs in accordance with Navajo tradition. Buildings are shaped like traditional Navajo hogans, with the front entrance facing east to the rising sun, and situated according to purpose. In the east is a glass-sided six-story administration building, with a dirt-floored hogan at its center in which all administrative decisions are made. Dormitories are on the north side, classrooms and labs on the south side, and so on.

The curriculum is organized holistically to enable the learner to connect theory to practice and school to community. Western thinking, in contrast, fragments knowledge and does not promote hozho. To impact the lives of Navajo students, Benally argues, "the traditional native philosophy must become the main stalk of the educational system . . . and all knowledge . . . must be weighed in terms of its value in promoting and drawing one closer to hozho." At the same time, NCC courses must conform to state certification requirements for elementary education, plus bilingual and Navajo language and culture endorsements.

Program advisor (and "mother hen") Terri Becenti goes on the road for two weeks every July-August to recruit participants who have sophomore standing. She makes presentations in Navajo before audiences of up to 300 people at each of 25 schools. The retention rate in NCC's teacher preparation program for paraeducators is between 97% and 98%, a remarkable achievement when compared with a 60%-75% drop-out rate among Navajo college students generally. Ferlin Clark, the program's new director, attributes high retention to several factors: Navajo Nation scholarships to cover tuition at $450 per course ($1,350 for nine credit hours maximum per semester and $900 for six credit hours minimum), a $250 Ford Foundation stipend per semester, academic advisement and support, plus availability of courses at various NCC facilities and school sites.

▲ *Ferlin Clark, Navajo Nation/Ford program director at NCC, and former NIEA president Lorena Zah Bahe*

All is not rosy, however—Navajo Ford Scholars report some difficulty getting course credits accepted when they transfer to university programs. Then there are personal costs. Current students *Opal Dick* and *Carolyn Jones* confide their concern about being away from their families. Carolyn's four teenagers' grades are dropping. Opal's four kids miss their mom.

> *Opal Dick* worked as an aide in the Many Farms preschool and for the past 13 years has been a teaching assistant for remedial reading at Chinle High School. The financial support she receives through the Navajo Nation/Ford program means everything to her. "I would have gone on anyway, but it's speeding up the process of getting my education." Although some Navajo Ford Scholars struggle through the Navajo language courses,

Opal likes the requirements. "You can explain more in Navajo than English," she says.

Carolyn Jones has three years' experience as an aide, is a member of the K-12 Parent Advisory Committee, and works as bookstore manager at NCC. She was recruited into the program after taking Navajo language courses for a few years on her own. Carrying a heavy load, Carolyn especially appreciates the support and encouragement the program staff provide. "They're always there to help with problems you run into and to advise with course selection." Her goal is to become a bilingual elementary teacher who supports and encourages children to succeed in school. "There are lots of negative parents," she comments. "Education's not a high enough priority for them."

Both Benjamin Barney and Ferlin Clark are passionately committed to preparing Navajo teachers with strong self-esteem as citizens of the Navajo Nation and moving them into leadership positions (for K-12 schools and NCC itself) so that the education system will no longer be controlled by outsiders. "The Navajo educational landscape is changing," Clark notes. "Our population's median age is 18-19 years. We have a generational dilemma—parental support and involvement is largely absent. More than half of all our preschoolers don't understand the Navajo language, and yet language is what grounds you—knowing your language means knowing your identity and direction in life."

"Despite imprisonment and defeat, we are a nation unto ourselves and we cannot be dismissed," Barney adds. "We have a fantastic, beautiful history. We're the primary citizens and caretakers of this land. America has blanketed over our story as 'primitive' or 'quaint,' which it's not. We must teach it even if it's an uphill climb to do so."

Both men acknowledge the prevalence of Navajo criticism of fellow Navajo. They view resistance to their ideas, even from some of the Navajo Ford Scholars, as part of the process of shifting toward self-sufficiency and empowering youth to believe in themselves and their culture. "When you stir things up, people get frustrated, especially if they've been brainwashed," they conclude.

Fort Lewis College

The Navajo Nation/Ford Foundation Teacher Education Initiative at Fort Lewis College was named one of the top five teacher education programs at state colleges and universities across the nation in 1993 by the American Association of State Colleges and Universities. AASCU chose the Fort Lewis program for a Christa McAuliffe Showcase for Excellence Award in recognition of its exemplary efforts to increase the number of Navajo teachers for reservation schools. The program makes New Mexico and Arizona certification an attainable goal for Navajo teacher aides who would otherwise be kept out of teaching positions. Seventeen new Navajo teachers were produced by the first two-year cycle.

The driving force behind these efforts is Dr. Gary Knight, professor of education, and his colleague, assistant professor of teacher education Grant Frankenberg. Four years ago Knight declared a personal mission to graduate 150 bilingual teachers (Ute, Pueblo, and Navajo) before he retires in 1995-96:

> *I set out to do something for Native Americans because the number of Native American students in the schools of the Southwest is increasing dramatically, drop-out rates approach 70%-80% in some districts, the percentage of Native American teachers is very low, and Native American schools are not attracting and retaining enough excellent teachers. The Ford Foundation came along at just the right moment. Ford's priorities dovetailed perfectly with mine—I was ecstatic.*

Knight persuaded Fort Lewis to offer for the first time a part-time/off-campus degree program, waive the College's 28-hour residency requirement, allow continuing education credits, and accept Navajo Community College language courses as upper-division courses. He also convinced the New Mexico State Department of Education that the special two-year licensure program would meet all essential competencies required of beginning elementary teachers in New Mexico.[9]

Teacher education faculty, selected for their familiarity with and sensitivity to Navajo people and culture, travel twice weekly to San Juan College in Farmington, New Mexico, or to NCC's Shiprock campus to teach classes. "We take the courses to the students rather than trying to make them fit into our program. Most of them have been working toward their degrees for ten or more years, while holding down teacher aide and other jobs and raising families. They can't afford to drop everything to attend college off the reservation for a couple of years, so they just pile up credit upon credit without getting any closer to a teaching career."

To reach NCC's Shiprock campus, students and faculty travel many miles north or south along Route 666, the surrounding dust-swirled landscape barren save for distant mountains, low anvil-shaped mesas, and huge, solitary rock formations resembling ancient, crumbling temples. Occasionally, one sees horses, sheep, or cattle grazing and a couple of modest one-story houses or hogans with adjacent outhouses, corrals, and poplars providing shade and a wind break. And then a brand new elementary school or modern high school appears, complete with football field, track, and stadium—facilities that are the pride and hope of the Navajo Nation.

Legendary Shiprock, as grand as Mont St. Michel, can be seen from 50 or more miles away. To reach the town itself, one passes the Navajo Wool-Mohair Marketing Industry complex, the Tse Bit'A'I Shopping Center, a new housing development, and Shiprock High School. After fast food shops and the river, one comes to NCC's sandstone block buildings. Peeling blue and white painted trim give the buildings a shabby look, especially in comparison with the handsome new Public Health Service hospital under construction on the next hill.

Gary Knight actually has 120 participants in various teacher preparation programs for aides in Fort Lewis's service region: 83 under the auspices of the Navajo Nation-Ford Foundation, 32 in a Title V program based on the Ford program, and 17 in a Title VII program. In addition to classes offered at (relatively) convenient times and places (mainly Shiprock and Farmington), three other things make these programs unique—and successful (attrition is less than 10%):

1. *Individualized degree programs*, known as Student-Constructed Majors (and designed in consultation with the academic advisor), allow students to accelerate through teacher education after meeting Fort Lewis's general education distribution requirements. Credits earned at other colleges or universities (applicants are expected to have 60-70) are combined with additional upper-division course work to complete a bachelor's degree that meets the specific needs of prospective bilingual/bicultural Navajo teachers within the time frame of the grant.

2. *Cohort groups* are formed for aides taking teacher certification courses and the required 17 credits in Navajo language and culture in a "block." Peer support complements close monitoring of progress and personal counseling by program advisors.

3. *The Navajo Nation awards Tribal Scholarships* ($450 per three-credit class completed) and *the Ford Foundation provides stipends* ($250 per term) to cover the cost of tuition, course materials, and books. Participants receive $1,900 for study during the intensive summer session. (Salary for a full-time aide working 40 hours per week is between $6 and $11 an hour, depending on experience.)

"Don't think it all runs without a hitch," Knight points out. "We have problems getting 120 people through—money not arriving when students think it should, the scope of work expected of them, keeping in sequence with their cohort, etc." One thing Knight and Frankenberg learned from the first two-year cycle of the Ford program is that site coordinators were needed. They hired five graduates from the first cohort to serve as tutors, administrative resources, and advisors for the new students. Two will assist with the production of Navajo-specific materials, an intended outcome of the program. As soon as possible, Knight would like to hire a Navajo educator to replace him as program coordinator.

Proud as Knight is of the program, he feels its strength lies in what students bring to it rather than in what Fort Lewis College does for them. For example, participants collaborating with their peers and rehearsing collaborative learning strategies they'll use as teachers are natural outgrowths of mutual assistance and consensus development found in Navajo culture. Similarly, the "reflective practitioner" model in use by teacher educators at Fort Lewis encourages students to be intuitive and to bring their Navajo background to bear on their professional studies.

Fort Lewis College will continue to support the program as long as the Navajo Nation provides scholarships. Knight and Frankenberg have no difficulty finding interested applicants for the program and have had to turn applicants down for lack of space and funding. They visit school systems in the college's service region to make presentations and distribute application forms. School administrators are invariably supportive.

Knight and his colleagues try to make improvements from one cohort cycle to the next, based on what they learn from interviewing students, faculty, cooperating teachers and principals, and Navajo Nation education officials. For instance, a second course involving instructional technologies was introduced and Knight has asked instructors to require computer use in assignments. Also, to comply with both Arizona and New Mexico requirements, student teaching went from six to nine credit-hours.

Several of the students in the Navajo Nation/Ford Foundation Teacher Education Initiative at Fort Lewis College and one of their instructors in NCC/Shiprock's Center for Diné Studies (Diné Bi Ohoo'aah Ba Hooghan, or "A House Where You Learn Navajo") recently met with RNT to talk about what it means to be in the program.

> *Amy John*, a 30-year-old Navajo/Turtle Mountain Chippewa woman with family responsibilities and two years' experience as a junior high Chapter 1 aide, is now a senior at Fort Lewis College double-majoring in geology and education. Navajo Nation president Peterson Zah, an engineer by profession, spoke about the importance of education at a conference Amy attended. It was important to Amy "to hear it from her own people." She gave up a job monitoring air quality at a Navajo mine when she decided to apply her science background to education. She drives an hour and a half each way between Shiprock and the Durango campus every day.
>
> Amy would like to teach junior high kids who need "an extra push to get through." "It's not sink or swim—they all can swim

if given time to learn," Amy insists, "and if we talk to their parents about what they can do to help." The best thing about the Ford program, she believes, "is having Navajo teachers rather than outsiders teaching our own children. They'll aspire to higher education when they see Navajo teachers, not just quit after (or before) high school graduation. When you improve education, everything follows." (Amy's working on her dad to get his GED at NCC.)

Freda Nells got her A.A. degree years ago, but had to go to work as a floral manager to support her four children. The Ford program is giving her the chance to continue her college education locally and do what she always wanted to do. The cohort "seems like 'family' because we stick together, share experiences, and help each other with assignments."

For Freda, "the door is open." Her parents were uneducated and she's the only one of six children pursuing education. Nobody was there to encourage her, but she knew she wanted "to do something else, be something else." Once she got going, she wanted more education, and now she's encouraging her four kids to go to college, too.

Leo Johnson, Jr., age 30, and *Nona Jim-Johnson*, age 26, are married and have two young children. Leo became a teacher aide "for the Navajo children, so they'll become bilingual, not only learning their own language, history, and culture, but also mastering English in order to be productive citizens later on in life." He and Nona made a decision to live on the reservation in Shiprock and to answer the call for bilingual educators. Leo now teaches Title I fifth graders at Mesa Elementary in Shiprock; Nona is a special educator at the same school and is working toward a master's degree in her field at New Mexico State University.

It disturbs Nona and Leo that many Navajo youngsters don't know their clans; they take their clan relationships very seriously—she's Coyote Path and Bitter Water; he's Folded Arm People and Salt People. Both appreciate the fact that the Navajo Nation is fully involved in the Ford program and treated with respect. They were delighted to be Navajo Ford Scholars and encourage others to take advantage of the same opportunity. In fact, they'd like to see similar programs to develop Navajo professionals in other fields. In any case, Leo opines, "it depends on the individual, his or her life goals, the decision where to live. This is our culture, our *home*."

Bernice Casaus, Navajo language instructor at NCC/Shiprock and University of New Mexico/Gallup, thinks the world of these Navajo Ford Scholars and speaks with great pride of the program graduates now teaching in Crownpoint, Window Rock, Chuska, Tohatchi, and elsewhere. They report to her that teaching in Navajo helps their students to become more relaxed, kinder, and more tolerant of others.

Ironically, as the product of mission schools and off-reservation boarding schools at which use of her native language was punished, Bernice did not teach her own children Navajo. She thought at the time that Navajo concepts would interfere with their learning English and functioning in Western society, where factory jobs were considered far better than sheepherding. Today, Bernice travels the highways between campuses every week out of dedication to teaching her language, embedded in Navajo philosophy and culture, to teacher aides who are going to pass it on to their students.

Just as the clan system brings people together, Bernice explains, the classroom is a community where students learn not just what's in textbooks, but also how they value and relate to others. Learning is holistic, a matter of balance and interdependence—e.g., of people and the natural environment, of Western and Navajo philosophy. In addition to her teaching, Bernice is doing doctoral work in Navajo Studies (one of three Navajo faculty members to enter doctoral programs with support from the Ford Foundation) and coauthoring a chapter for a volume to be published on "Indigenous Literacy in the Americas."

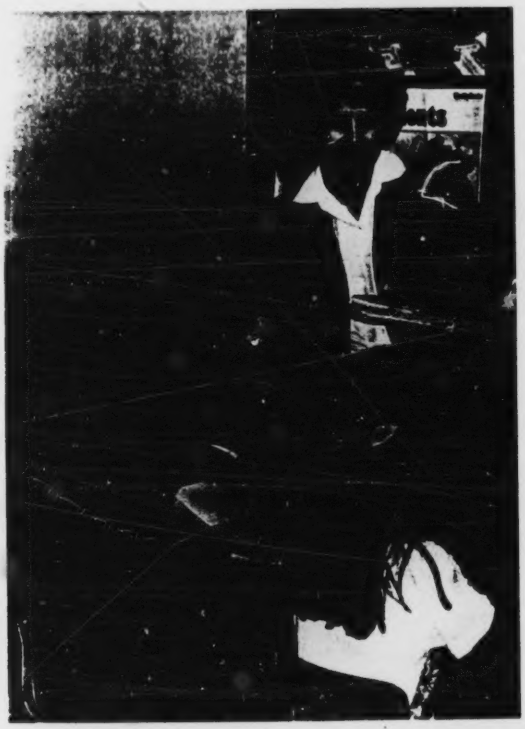
Prescott College

Since 1988 Prescott College's Center for Indian Bilingual Teacher Education (CIBTE) has offered programs specifically designed for Native American adult learners seeking a bachelor's degree in elementary or secondary education, state teacher certification, and an ESL, bilingual, or special education endorsement. With the exception of a three-day orientation/lifelong learning session and a weekend liberal arts seminar held on the Prescott campus, the balance of the CIBTE program is delivered on site in the schools and communities where teacher aides and other participants are employed, through individualized, mentored studies. There are 25 Ford Scholars currently in CIBTE (all but three are women).[10]

Carol Perry, Prescott College advisor at Window Rock, describes CIBTE students as predominantly single parents juggling multiple work and family responsibilities. As is typical of adult learners, they are very focused, set high goals, and are committed to advancing themselves and boosting their earning power. (On the Navajo reservation where unemployment is high, the first employer is government and the second is education—most graduates find teaching jobs even before they graduate.)

Although highly experienced aides are the most stable force in reservation schools where teacher turnover is high, they haven't received much recognition for their contributions, including writing Navajo curriculum. Many have amassed college credits but cannot be absent from home or job long enough to finish the degree and get licensed.

Elaina Vann is a CIBTE student in the elementary education program who works as a Career Ladder Program liaison. This means that she substitutes for K-12 teachers from various schools who are away doing peer evaluations under a state-sponsored pilot program. Moving around as she does, Elaina has observed that Navajo teacher aides typically feel unequal to a white teacher with a master's degree. An aide sees her role as going along with the teacher, not challenging the teacher in any way or taking charge. Once she starts taking college courses and learns about curriculum and instruction and becomes familiar with "ed jargon," however, she develops ideas and the confidence to suggest changes to the teacher, with whom she feels more equal. "Aides who in the past would simply do what they were told now see themselves as reformers—analyzing things, discovering reasons for using one method over another, interpreting certain student behaviors as cultural differences instead of mistakes. Legitimizing Navajo language and culture through the Ford program builds their self-confidence and their students', too," Elaina explains.



▲ *Barbara Benally, CIBTE, Prescott College*

Elaina and Carol would like CIBTE students to write down bicultural insights because "aides know what works." Unfortunately, while some teachers really appreciate the bicultural perspective Navajo aides bring to the classroom, many are oblivious to it.

CIBTE's hands-on, field-based approach allows participants to put into practice immediately what they're learning in courses and to "piggyback" related assignments. Participants put in about 500-600 hours per semester at their respective school sites, attend classes, and meet at least once a week with a mentor chosen (by the student) from the community.

Mentor candidates should have a master's degree, two letters of recommendation, and official transcripts showing highest degree earned; but nontraditional individuals may be approved, such as a medicine man or business person. One person may know the traditional stories and ceremonies; another may have academic credentials and English fluency—the ideal mentor has capability in both English and Navajo languages and strong powers of analysis. "We're chasing our tail," CIBTE advisor Carol Perry says matter-of-factly. "We need to make a bridge between the older, more traditional generation and younger people. Both have much to offer. Teacher aides, who up until two years ago were forbidden to speak Navajo in schools, are confused but glad to be able to use their language today. Without it, we're in danger of losing our ability to think and understand at a superior level. The Navajo language has unbelievable depth and subtlety, which allows a person to describe things more precisely than in English—there are thousands of ways to say "go" in Navajo, for example."

Course selection is as individualized as mentor selection; student preference often dictates what is offered. Participants can also earn academic credit for previous experience, such as traditional Navajo rug weaving, which is described in a "life experience portfolio." Vicky Young, special assistant to the dean and CIBTE coordinator, thinks the best things about the program (after enabling students to remain in their home communities while preparing to be teachers) are recognition for the knowledge students possess, and knowledge sharing between adults. Mentors tell Young how much they learn from students and how the give-and-take builds students' self-esteem.

Other strong points identified by the coordinator are: 1) CIBTE's outreach to prospective participants (marketing/recruiting via college academic advising services, school district personnel offices, school site personnel (including CIBTE graduates), teacher unions or paraprofessional associations, and community-based organizations); 2) flexibility in scheduling to accommodate adult students juggling family, work, and community commitments; and 3) involvement with local community leaders who promote the program.

Problems include students' perennial frustration with tedious paperwork and finding tuition dollars. At the top of Carol Perry's wish list are library resources and computers: library research is difficult for people living on the reservation far from the Prescott campus; students come in from miles around to the Prescott College trailer in Window Rock on weekends in order to have access to a computer for their writing. Another occasional problem is resistance, which comes in two forms—husbands who sabotage their wives' efforts by refusing to lend the car or babysit the kids, and traditional educators who are uncooperative to the point of refusing to hire Native American program graduates. Still, most participants get lots of support, not only from the program advisor and mentors, but also from family members, teachers, principals, and other students. Small wonder that time during the Prescott College graduation ceremony is reserved for student speakers to thank those whose support made the difference between success and failure.

Although it's still too soon to judge the success of the Navajo Nation/Ford initiative at Prescott College, CIBTE as a whole has graduated 121 (39.5%) of the 306 paraeducators who entered the program during the past seven years (17 Ford Scholars among them), and 95% of those graduates have met state requirements for licensure and been placed in full-time teaching positions in areas targeted by the program.

Northern Arizona University

The San Francisco Peaks watching over Northern Arizona University (NAU) lend meaning in a contemporary sense to the sobriquet, "The Mountain Campus," and, reaching back to ancient times, give spiritual sustenance to the Navajo and Hopi people. Six percent of NAU's 18,000 graduate and undergraduate enrollment (at the main campus in Flagstaff, the Yuma branch campus, and nine field sites throughout the state) is Native American.

Since 1979 NAU's mission has included a leadership role for the university in native education. In the late 1980s, this commitment led to numerous partnerships with native nations, tribes, villages, and schools and an increased emphasis on recruitment and retention of native students. The NAU administration has pledged continuing support of native self-determination through partnerships and maintains an Office of Native American Program Planning and Development in order to increase educational and employment opportunities for Native Americans.

Accordingly, the NAU Navajo Teacher Education Program (NTEP) is but one of many innovative (and award-winning) professional preparation partnerships housed in NAU's Center for Excellence in Education (CEE).[11] The Ford-funded NTEP is preparing Navajo paraprofessionals for elementary teacher certification (Arizona) through completion of the third and fourth years of study. Program director Gloria Johns and advisor Colleen Clark traveled for ten days last fall to recruit interested students who met eligibility requirements (i.e., associate's degree/minimum 64 college credits, 2.5 GPA, minimum two years' employment as a paraeducator, fluency in the Navajo language, and a willingness to declare area of content emphasis as Navajo language and culture). The program admits Navajo Ford Scholars on probationary status if they lack credits and gives them up to a year to complete the necessary classes. Fall and spring classes are delivered to the students at five sites on the reservation; they come to NAU as full-time students living on campus during the summer.

All but ten of the 62 NTEP students[12] are women. The youngest is 23, the oldest is 50. The program provides a wide range of support services:

academic advising, tutoring, and skill development courses; test preparation; alternative assessment options, including portfolios; a teacher resource center; career and personal counseling; and child care services.

The traditional elementary education course of study has been modified by integrating the Diné philosophy of learning into the curriculum, a process overseen by NTEP director Gloria Johns, who is a Navajo educator.

RNT interviewed four of the Navajo Ford Scholars who had moved from the reservation to the NAU campus for the summer session:

> *Beulah Yazzie* has five children and one grandchild. She has worked as a substitute teacher and secretary at Chinle High School. Beulah entered the Navajo Ford program in 1992 at NCC/Tsaile (near Chinle), where she had been paying her own way through college. She's pleased to be part of a movement to recruit Navajo teachers for reservation schools and to introduce Navajo culture into the curriculum "because Navajo children have very different experiences from the sanitized life led by Dick and Jane and their dog. Anglo teachers never help children look at the whole picture before narrowing down to a single topic. They need to understand that Navajo culture, religion, and family are all part of a holistic education."
>
> In her mid-thirties, with three children, *Irene Bizahaloni* was the first Ford Scholar to graduate from NAU after what seemed like eons of part-time college study toward her goal of becoming a bilingual elementary or middle school teacher. Her 12 years of experience as a teacher assistant in the primary grades and grade seven (in BIA schools and the public school in her hometown of Pinon on the reservation) helped her with course work at the university. "I really knew what the professors were talking about, whether it was curriculum development or classroom management. Professors give a perfect picture—of discipline, for instance. Your average new teacher will just wring her hands and cry when faced with a tough discipline problem for the first time, but I know it's a different world out there, I know what to expect." Irene is now teaching third grade at Chinle, where the principal considers her one of the best new teachers she's ever had.
>
> *Judy Talawyma* has eight years of experience as a paraprofessional in Tuba City schools. She started in the NTEP as a 45-year-old college junior in spring 1994 after accumulating college credits for several years (including Navajo language classes) with no real focus. She got some good advising at NCC/Tuba City, set her sights on becoming a teaching professional, and looks forward to graduating from NAU with more than 20 other Ford

Scholars in December 1995. "It's difficult shuffling family, work, and school, and especially hard to leave home and live at NAU during the summer term," she relates. "The Navajo Ford program is making what I dreamed about possible, and Colleen (program advisor) is always there, anytime we need her. She was the one who called me, sent me the proper application forms, and encouraged me. She's just terrific." Judy also respects her cooperating teachers (one Navajo, one Anglo). Both have master's degrees and are good role models for her.

Zonnie Marie Nez is doing a dual program in elementary and special education at NAU. A teacher in the school where she works encouraged Zonnie by saying she was "born to teach." Like Judy, Zonnie came to NAU with eight years of paraprofessional experience, more than 64 college credits and junior status. Unlike Judy, she has struggled to fulfill the Ford program's Navajo language requirements. Zonnie feels fortunate to be in a program that allows her to take courses at night while she works during the day and looks after her five children. "It would have taken me ten years to become a teacher otherwise; now I can do it." She's also determined to show her peers: "If we can do it, with families and all, they can." Zonnie will counsel others to continue in the program once she finishes.

The four women who spoke to RNT about their experiences in the NTEP have definite ideas about how to improve the program. Suggestions include:

- More classes on the reservation to ease the financial burden, save travel time, and allow more time with family. (Each time the women speak of the sacrifices they are making, the program advisor reminds them that they're showing their kids that they have a goal and will reach it.) Access to computers on the reservation to help with homework assignments.
- Student teaching waivers for Navajo Ford Scholars with extensive classroom experience. (The program advisor says there is a distinct possibility of state department of education approval of such waivers.)
- Reinstatement of tuition funding at the higher level participants received at first.
- Recognition of Navajo Ford Scholars' accomplishments. Limited staffing has prevented NTEP from celebrating success with "recognition assemblies" at each site, as was the original goal. (However, the CEE and Navajo Community College did cohost a two-day

teacher education conference in fall 1994 for all Navajo Ford Scholars at NAU's Flagstaff campus.) It is hoped that the students themselves will tout the program to relatives and friends in communities across the state.

NTEP staff at NAU talk of expanding the program by: serving more paraeducators; continuing the curriculum development process to blend native language and culture into classroom teaching; using computer technology/distance learning strategies; offering staff development opportunities; and working with more higher education and school district partners. If the NTEP is not institutionalized by NAU when the Ford funding runs out, the program is likely to die. The Center for Excellence in Education's commitment to and experience in building and sustaining Native American professional preparation partnerships, however, represents a strong safety net for Navajo paraeducators who aspire to teaching careers.

University of New Mexico – Gallup Branch

University of New Mexico (UNM) – Gallup's Navajo Teacher Education Program provides upper-division courses that lead to a bachelor's degree in elementary education, secondary education, or early childhood education, and New Mexico state teacher licensure, all without leaving the Gallup area (which borders the Navajo reservation). Courses are held on campus during day and evening hours as well as on weekends and at San Juan Community College/Farmington and campuses of Navajo Community College on the reservation. Ford Scholars also earn a bilingual Navajo endorsement. As at NAU and NCC, the Diné philosophy of learning is increasingly interwoven with the preservice curriculum. In fact, UNM-Gallup faculty are working toward including a Diné and multicultural perspective in all teacher education courses.

▲ *Navajo teacher aide attending UNM/Gallup*

Of 48 participants at the start, seven have graduated and are licensed teachers. The Navajo Ford Scholars currently in the program at UNM-Gallup student teach in the Tohatchi, New Mexico, elementary and middle schools. Grades six through eight language arts teachers and Navajo Ford Scholars derive mutual benefit from serving as resources for one another: teachers learn better bilingual education methods from the Scholars; the Scholars learn to teach language arts from the teachers.

Although RNT did not visit the Gallup program, coordinator Pat Stall told RNT that UNM-Gallup has already institutionalized it. Another sign of the program's positive impact, Stall reports, is that "principals are dying to hire our graduates." (At a recent state conference on Indian education, Navajo Ford Scholars presented a panel on their philosophy of learning that was extremely well received.)

University of Northern Colorado

The Navajo Nation/Ford program at the University of Northern Colorado/Greeley does not target paraeducators. Instead, the University recruits Navajo students at the middle and high school levels for an intensive two-week summer orientation to teaching called "Today's Students, Tomorrow's Teachers."

Program Evaluation, Continuation, and Expansion

The evaluation report on the Navajo Nation/Ford Teacher Education Program's first funded period, August 1992-December 1993 (Hopkins, 1994), assesses the extent to which the program has attained its primary goal—producing 1,000 certified Navajo teachers within five years—and the six subgoals. The evaluator concluded that "it is very successful and is doing what it proposed to do."[13]

In the first project period, the Navajo Nation Scholarship Program provided $624,600 to individual Scholars and the Ford Foundation provided $1,162,719, for a total of $1,787,319. The request for 1994-95 was for $2.4 million.

Since it took a year (August 1992 - August 1993) to implement the program fully, the first project period produced only six new certified teachers. Twelve Scholars dropped out, two were in academic suspension, and three "stopped out" temporarily. Overall, retention has been remarkably high (85%).[14] The reason cited most often for dropping out is failure of one of the advanced Navajo language courses (students who fail a course must repay the course tuition to the Navajo Nation).

In calendar year 1994, revised graduation estimates were for 46 graduates; 38 actually graduated. In 1995, 92 were expected to graduate, yielding a 1992-1995 (projected) total of 130 new certified Navajo teachers (a number clearly falling short of the 1,000 initially targeted). The NNFTEP's revised goal is a more realistic 250 certified Navajo bilingual teachers by 1998.

On the basis of increased potential income of individuals with a college degree in education compared to men and women without the degree, the evaluator deems the program to be highly cost-effective. New Navajo teachers can increase their individual lifetime earnings by an estimated average of $282,683. The program spends an average of $29,250 per Scholar, producing a 1:10 ratio of effectiveness.

The evaluator also is careful to place program outcomes in a historical context, saying that "... Navajos are very successful when an education program reflects their needs, as contrasted to the educational needs of Navajos as perceived by a state department of education or the Federal Government" (Hopkins, 1994). He goes on to cite the Navajo Nation's management and control as a significant feature of the program.

Shortcomings of the program are duly noted. In addition to the fewer than proposed number of graduates in the first project period, there were late start-ups at some of the cooperating institutions, problems with subcontracts, and vague articulation agreements for transfer of credits from Navajo Community College to the four-year institutions. Data gathering for reporting purposes needs to be more accurate; a computerized student information system is needed for tracking purposes.

Shortcomings are more than outweighed by overall program accomplishments. The evaluator stresses a point made by individual Navajo Ford Scholars in RNT interviews: a main contribution of the program is providing structure and career focus to paraeducators who were in a pattern of earning many credit hours with no formal degree plan. As mentioned above, the Navajo language/culture requirements are a "first" in the history of the formal higher education of Navajos, "a true innovation worthy of emulation by other minority groups," enthuses the evaluator. At the same time, he acknowledges the rigor of the required language courses, plus scheduling and instructional quality control problems, implying that program managers may want to revisit the "ground rules" in this area.

Accomplishments by individual institutions in the consortium (as cited in the evaluation report) include:

- Northern Arizona University – on-site delivery of courses not previously available to Navajo people; integration of the Diné philosophy of learning in course delivery;
- Navajo Community College – unprecedented growth in Navajo language course enrollments;
- University of New Mexico – baccalaureate degree in elementary education extended to the Gallup branch campus; Navajo-specific bicultural curriculum development; special summer session set up in May to accommodate Navajo Ford Scholars;
- Fort Lewis College – consortium leader in producing Navajo teachers, coupled with personal counseling and "exceptional" monitoring of Navajo Scholars' progress; a special August term established to accommodate Navajo Ford Scholars; courses offered at off-campus sites;

- Prescott College – on-site program has doubled the number of Navajo teacher education students living on the reservation; mentors monitor individual students.

Regis Clauschee, director of the Navajo Scholarship/Financial Assistance Program for the Office of Teacher Education, enumerates three major impacts of the Navajo Ford program:

1. A structure created for offering on-reservation teacher education opportunities;
2. Distribution of funds controlled by the Navajo Nation through subcontracts with colleges/universities;
3. Policy changes, e.g., alternative admissions (bypassing the PPST); eligibility of part-time students for Navajo Nation scholarships.

Furthermore, teacher education is now recognized specifically in Navajo government policies and procedures. Permanent establishment of the Office of Teacher Education is expected.

Partner institutions are now open to new ways of doing things. For example, Prescott College reduced the number of enrollment periods from four to two to be more in sync with school district calendars and for greater ease of contact with mentors. Fort Lewis College, which charges Native Americans no tuition to attend on-campus classes, is creatively working to allow a similar benefit for classes held off campus.

Future Plans

The Ford Foundation is encouraging continuation of the program. Ford recommends making the Consortium a permanent organization: keeping the core group and later inviting in new member institutions. Institutionalization of the program by the core group of colleges and universities is key—Ford and Navajo Nation monies helped the University of New Mexico/Gallup to institutionalize the program after three years.

Out of a total of 1,200 Navajo teacher aides (not including Head Start, private, and parochial school aides) over 500 have indicated an interest in becoming Navajo Ford Scholars. Nonetheless, the number of aides who have earned 60 college credits and are fluent speakers of Navajo is expected to decline. Program managers may need to review eligibility requirements for admission.

Under the auspices of the U.S. West Foundation, a distance learning telecommunications project was expected to start up in fall '94 that would allow any number of students to enroll in a course at a site on the reservation.

The Navajo Nation Office of Teacher Education has a tentative agreement with the state certification bureaus in Arizona and New Mexico for a bilingual education endorsement specific to the Navajo language ("Diné Bizaad"). The Office of Teacher Education would also like to include Navajo civics, history, and philosophy in certification requirements.

In addition to evaluation performed by the private consultant hired by Ford, program managers have started an internal evaluation process. They solicit feedback regularly from program participants and require seniors to show what they've done on a graduation checklist.

Nevertheless, at least four areas remain in need of attention:

1. The Office of Teacher Education has no way to know what is covered in courses offered by the consortium institutions.
2. Students want faculty to be more sensitive to Navajo ways and students' needs, but the Office has no control over faculty hiring at the partner institutions.
3. Few texts are written in the Navajo language; curricular resources specific to Navajos are needed instead of materials that "lump together" all Native Americans.
4. To make more financial aid available after the Ford grant ends, new investment partners are necessary.

The Navajos are a proud people who would like to redress the balance between Western and Diné education. Historically, schooling on the reservation has completely ignored Navajo language and culture. Now, as Elmer Guy puts it, "with properly trained Navajo teachers, our children will see society as a salad. Diversity makes it taste good."

Notes

[1] Albert Hale was elected president in 1994.

[2] Not all Navajo parents agree that Navajo teachers are preferable to white teachers. Traditionalists believe that Navajo children should learn about their heritage at home, not at school. Those anxious for their children to speak English well and function successfully away from the reservation often request that they be placed in classes taught by white teachers.

[3] Commenting on the high turnover of non-Navajo teachers in Navajo Nation schools, Red Mesa USD superintendent Jerald Wray told RNT: "We like to hire Navajo teachers from the community because they stay with us forever."

[4] The median age of Navajo Ford Scholars is 37; their ages range from 22 to 61; 90% are women. Most (65%) are married; 76% have children. Ninety-five percent of the Scholars are employed full time.

[5] The Title V and Head Start projects together served another 90 teacher aides, Head Start teachers, and college students, who had earned at least 60 credit hours. The Title V grant ended in fall '95. The Navajo Head Start pilot project is currently 'on hold'.

[6] NCC campuses and community centers at: Tsaile, Window Rock, Ganado, Chinle, and Tuba City in Arizona, and at Shiprock and Crownpoint in New Mexico.

[7] The Navajo Nation had prior relationships with the six institutions dating back to the 1970s when the federal Career Opportunities Program (COP) was turning teacher aides into teachers. The Navajo graduation rate was 98%: 496 teacher aides completed college under COP and were licensed as teachers; 20 became educational administrators.

[8] For example, the Navajo Nation TEAMS Project, funded by the U.S. West Foundation and the Navajo Nation, provides financial aid to eligible part-time students in Keams Canyon, Tuba City, and Kayenta, Arizona, for Navajo culture and education courses sent via satellite from Northern Arizona University.

[9] New Mexico approved alternative admissions procedures for Navajo students at Fort Lewis College, allowing them to waive the California Achievement Test. Arizona certification is dependent on first receiving a New Mexico teaching license and then completing ancillary requirements. However, Colorado's requirements for admission to teacher education remain inflexible and, says Knight, are "not conducive to the preparation of Navajo teachers."

[10] In addition, CIBTE currently serves 15 Navajo aides in the Title V Scholarship Program; 45 Native Americans and Hispanics from southern Arizona border communities under the auspices of a Culture & Environmental Education grant (funded by the Rockefeller Brothers Fund and others (*see Foundations, Part IV*); and 10 EFA Scholars, thanks to the Educational Foundation of America. Since 1988, CIBTE has had 136 graduates, of whom 100% were placed in teaching positions.

[11] In addition to the Navajo Teacher Education Program at NAU, teacher aides participate in the Rural Special Education Project, a field-based teacher training project located in remote Kayenta, Arizona, and in 2 + 2 elementary education degree programs at five community colleges. Two-plus-two students in outlying areas of the state can obtain a degree without leaving home by attending their local community college for two years, then taking two more years of study delivered by NAU faculty to the community college site.

[12] The number increased from 62 in June 1994 to 80 in fall 1995.

[13] The first project period was actually funded under the Ford Minority Teacher Program.

[14] According to the 1990 Census Report, only 3% of the Navajo population had attained a bachelor's or higher degree.

BEST COPY AVAILABLE

APPENDIX A-2

Latino Teacher Project

at the University of Southern California and Partner Institutions

"Striving to Make Language and Culture Part of the Solution"

"Why teach? When I moved to L.A. from Mexico, I was an ESL student. I know what it feels like to be labeled, and students don't deserve labels. I heard teachers say that people like me can't learn because we can't speak English. But I was also lucky because some of my teachers had faith in me. My high school Spanish teacher really encouraged me. Now bilingual education is my passion."

—Socorro Vazquez, teacher at Foshay Learning Center,
and Latino Teacher Project/California State University
at Los Angeles graduate

"The failure to meet the increased demand for trained personnel capable of providing bilingual support or strategies for English language development for the LEP student population constitutes a staffing crisis in the California school system."

—California Department of Education (1991)

FACT BOX

Latino Teacher Project at the University of Southern California and Partner Institutions
Since 1992, the LTP has aimed ". . . to increase the number of Latinos in the teacher profession by creating a career track for practicing Latino teacher assistants."

Funding Source(s): The Ford Foundation

Total Annual Operating Budget (1993-94): $556,000

Participating District(s): South Central and East Los Angeles

College Partner(s): University of Southern California, California State University/Los Angeles, California State University/Dominguez Hills, Loyola Marymount University

Number of Participants: Approximately 250 are associated with the LTP, of whom 81 receive support.

Profile of Participants: All are of Chicano/Latino origin.

Criteria for Admission to Program:
- Status as a bilingual paraeducator of Chicano/Latino origin.
- A minimum GPA of 2.7 at a university, college, or community college.
- Recommendations from principal and teachers.

Program Characteristics:
- All participants receive a $500 stipend every six months.
- Cohorts of paraeducators are formed to build peer support systems.
- All participants are assigned faculty mentors.
- Adjunct class sessions are held for teaching assistants who need academic assistance.
- Project seminars address educational concerns not traditionally covered in teacher education programs.

BEST COPY AVAILABLE

The Need

Remember the fable about the man who searched far and wide for riches only to return home and find what he longed for was there all along? That tale aptly depicts the experience of school districts that search far and wide for bilingual, culturally diverse teachers, even recruit them from other countries, and then discover that their best resource for teachers is literally "right in their own backyard." This certainly holds true for California, home to more than one third of the Latino population in the U.S., and especially for the Los Angeles Unified School District (LAUSD) with its ever-burgeoning population of 433,681 limited English proficient (LEP) students, 77% of whom speak Spanish, and a paraeducator workforce 15,000 strong and three quarters Latino—a most promising source for remedying the shortage of Spanish-speaking bilingual teachers (Genzuk, 1993).

Paraprofessional classroom aides who speak the primary language of LEP students "are often indispensable to the students' adjustment to school because of the moral and linguistic support they provide . . . . Despite a lack of formal credentials, paraprofessionals are often the ones who provide academic instruction for these children" (California Department of Education, 1991, p. 11). There were over 28,000 instructional aides assisting in California classrooms with LEP students in 1994 (out of a total of 77,000 full- and part-time California teacher aides). Nearly 7,000 of these bilingual paraprofessionals were assigned to "waivered" teachers (i.e., individuals who lack the appropriate credentials to teach LEP students but are teaching while enrolled in a credentialing program) (Macias, October 1994). If even 25% of the paraprofessionals working with LEP students were helped to overcome financial and other barriers to becoming fully credentialed teachers, as recommended by the California Department of Education, 6,000 more qualified bilingual teachers would be available to instruct them. Even so, this figure represents only a fraction of the 28,000 credentialed bilingual teachers and English language development specialists needed in California by the year 2000, when LEP students are expected to increase to one in six students (California Department of Education, 1991). The supply of bilingual teacher candidates in schools and colleges of education is not keeping pace with the rapidly growing language minority student population, which has already passed the one million mark and continues to increase by leaps and bounds, owing to high birthrates and swelling immigration.

While students identified as Hispanic made up 37% of student enrollment in California in 1993-94 (after whites the second largest ethnic group in the California public school population), the Latino teacher force was dramatically underrepresented (7.5%) and Latinos comprised just 10% of teacher credential candidates in the pipeline. To argue for increasing the number of Latino teachers does not mean that Latino children must be taught exclusively by Latino teachers; it simply means that language minority teachers "are better able to communicate the encouragement and understanding needed by language minority children and less likely to misinterpret cultural differences as learning problems" (Genzuk, 1993). Who is better suited to help integrate Latino children fully into California society than paraeducators turned professionals, who know firsthand what it means to acquire facility in both Spanish and English, are culturally sensitive, experienced in the classroom, and committed to empowering the communities in which they reside and work?

Assisting bilingual paraeducators to become teachers is a tremendous service to the community, asserts LAUSD assistant superintendent Amelia McKenna. "The fact is, paras are a tremendous resource—they're links to the language, links to the community." It is important to note that while the first language of 60% of LAUSD's student population is Spanish, students may speak any of more than 90 languages (Vietnamese, Cantonese, Cambodian, and Pilipino/Tagalog being the next largest language groups, after Spanish). The district's efforts to recruit paraprofessionals into teacher preparation is part of a master plan for educating LEP students that dates to 1987-88, when an incentive program was introduced to attract and retain fully credentialed bilingual teachers in high-impact schools, and a career ladder for paraprofessionals was explored but never implemented.[1]

The USC/LTP

In 1991-92 the LAUSD, area colleges, local teacher and paraprofessional unions, policy organizations, and others began working together to increase the number of bilingual teachers in Los Angeles schools by enabling paraeducators to become licensed teachers. The Ford Foundation awarded $1.2 million dollars (over three years) to the University of Southern California (USC) to create the Latino Teacher Project (LTP). Ford later extended the grant for one more year, through 1996, for a total of $1.5 million. The purpose of the LTP is ". . . to increase the number of Latinos in the teacher profession by creating a career track for practicing Latino teacher assistants. The primary strategy in achieving this goal is to provide support and assistance, financially, socially and academically, to promising Latino teacher assistants to enable them to successfully complete a teacher education program and become successful teachers."

The LTP is administered by USC and overseen by a consortium whose original members were: the Los Angeles City and County School Employees Union, Local 99 of the Service Employees International Union, representing the paraprofessionals; the Los Angeles County Office of Education; the Los Angeles Unified School District; the Tomas Rivera Center, a policy institute housed at the Claremont Graduate Schools, whose research formed the basis for the program's design; United Teachers of Los Angeles; and the USC School of Education. California State University/Los Angeles, California State University/Dominguez Hills, Loyola Marymount University, Little Lake School District, and Lennox School District later joined the consortium. From the start, consortium members have met as a committee of the whole on a regular basis to review plans and progress.

While the teachers' union initially had some reservations about the project, they became strong supporters of this truly cooperative effort. Among the strengths of this pathbreaking collaboration is that the LTP's director, Michael Genzuk, a former member of the LAUSD Office of Bilingual Education, serves as an important link between the district and higher education. He is also a former vice president of the California Association of Bilingual Education (CABE).

The program also enjoys strong support from USC dean of education Guilbert Hentschke, who sees the program both as a way of increasing the number of bilingual educators and, potentially, as a new model for teacher education. "The basic notion is to look at prior success in teaching. No teacher education program looks at prior success with students. LTP links with everything learned through research that says an elongated teaching practicum is needed." Furthermore, the LTP addresses a chronic problem in preservice education—the waste involved in preparing eight students for every one who actually becomes a teacher. "We should be investing in teacher candidates who are most likely to remain, namely paraeducators," Hentschke asserts.

Applicants to the program must be employed bilingual paraeducators of Chicano/Latino origin. A prospective LTP participant submits an application, undergoes a language assessment and one or more interviews, submits a transcript for review (minimum GPA is 2.7), and gathers recommendations from the principal, teachers, and others. Norma Lozoya-Mota, field representative for SEIU Local 99 and a former paraprofessional, considers the rigorous selection process to be the strength of the program. "We spend hours trying to figure out which paras are going to make good teachers. We look hard at their performance in the classroom because we can provide a lot of support, but they need a good foundation to build on. That's what helps us retain our people and keep them going."

Three different groups of teaching assistant candidates may apply:[2]

- TAs who are university students currently enrolled in an undergraduate program;
- TAs who are university students currently pursuing postbaccalaureate course work for teacher certification;
- TAs who are community college students enrolled in undergraduate courses with the intention of transferring to an institution of higher education to complete degree and credentialing requirements. (More than half of the original 13 LTP participants who were community college students have transferred to a four-year institution.)

In phase one of the program, information about the LTP program was disseminated to TAs in South Central Los Angeles through their union representatives and Local 99's newsletter. More than 500 paraeducators came to an informational meeting and more than 400 from 48 area schools applied for 50 program slots. There are 81 participants currently in phase two and many more eligible paraprofessionals are on a waiting list. Some 250 paraprofessionals are associated with the program but receive minimal support. The drop-out rate is virtually zero.

Because of funding limitations, full scholarships and fellowships are available to only a few participants. However, all LTP participants are provided with financial assistance called a "project warrant," a $500 stipend every six months. Project warrants can be used for child care, books, transportation, or other essentials. Participants are encouraged to supplement the stipend with aid from a variety of outside sources, including the California Association for Bilingual Education, the Association of Mexican American Educators, and the USC Mexican-American Alumni Association. When LTP graduates become licensed teachers, they also receive the $5000 differential the district pays to all fully credentialed bilingual teachers working in predominantly minority districts.

The LTP features a number of components offering academic and social support:

- *Cohorts* of paraeducators are formed to build cooperative peer support systems for participants working or attending school in the same geographical area.
- *Faculty mentors* (practicing teachers, counselors, coordinators, administrators) are assigned at the teaching assistant's home school to provide guidance around instructional, academic, or social problems. University personnel provide additional advisement and counseling on program and institutional matters. LTP mentors get no specific training, but are provided with a $250 stipend per

semester and are welcome to avail themselves of workshops and conference opportunities.

- *Adjunct class sessions* are held for teaching assistants who need academic assistance, especially around math, science, literacy, and preparation for the CBEST, the required California Basic Educational Skills Test, a major barrier for many paraprofessionals. (As the first step of a proposed career ladder for LAUSD paraprofessionals, Local 99 and the district piloted free CBEST preparation classes March-June '94 for paraprofessionals who already have their college degree or are close to graduating. A flood of applicants responded to the first series of six six-hour orientation classes, more than 2,000 for 210 slots. Extra sessions were added to accommodate the overflow, for a total of 831 participants. The union provided free child care.)
- *Project seminars,* attended by LTP participants, faculty mentors, and consortium representatives, address educational concerns not traditionally covered in teacher education programs. Examples include a discussion about schools with an English-only bias or a seminar on education reform legislation and how it will affect schools.
- *Project socials* for participants and their families. These activities not only bring participants together for social interaction and mutual support, but also help in bridging cultural differences. For example, husbands and fathers who disapprove of wives or daughters becoming teachers can be persuaded to change their minds about the ways LTP graduates contribute to community empowerment through interaction with faculty, civic leaders, and other families.
- *School site staff development meetings* inform classroom teachers and administrators about pressures on participants and assistance they require.
- *An optional "buddy system"* pairs project participants with student teachers to maximize reciprocal learning from the TAs' classroom expertise and student teachers' university experience.
- *Technology instruction,* a component of phase two, will link participants and faculty at their respective campuses through a computer network.
- *Participation in professional conferences* in the United States and Mexico enhances the professional development of LTP participants, their mentors, and colleagues at the home school. For example, 67 LTP faculty mentors and paraeducators attended the 1993 Jornadas Pedagogicas Conference, a conference conducted in Spanish that

focused on bilingualism as it relates to educational issues. Others participated in National and California Association for Bilingual Education conferences. Three participants went to Mexico to attend a conference that focused on facilitating communication between students in Mexico and students of Mexican origin in the United States.

There are also many supports at the college sites. In the LTP office at USC, for example, space is reserved for participants to sit and work, with computers and a copy machine. Less tangible but even more important is knowing someone is always there for you. One after another, participants and program graduates told RNT researchers: "If you have a problem, go talk to Michael (Dr. Genzuk)."

After the first 24 months of operation, the LTP had graduated 20% of the original 50 participants, all ten of whom were fully certificated bilingual teachers employed in Los Angeles area schools and performing well. After 36 months, 36 (70%) had graduated and become teachers. The remaining LTP students were still making steady progress toward degrees and credentials. In interviews with LTP staff, the first graduates identified what they perceived to be the three factors of greatest importance to program completion—1) financial assistance, 2) social support, and 3) university advisement and counseling. For female participants with dependent children, social support and financial assistance with child care were vital.

LTP in the Schools

The LTP works with a cluster of 35 schools in South Central and East Los Angeles—strong professional development sites (i.e., schools with exemplary bilingual teachers and supportive administrators and community), and schools with a history of support for developing teaching assistants. Selection of project schools is taken as seriously as selection of participants. Project schools must "be willing to commit to the goals of the project and at the same time have the available resources, both human and material, to allow the project to get started in a reasonably smooth manner." Criteria include:

- District superintendent support
- School leadership team desire to participate
- Number of Latino paraeducators interested in participation
- Availability of interested, qualified faculty mentors
- School's need for Latino/bilingual educators
- Location of school and proximity to participating universities
- School's history of teacher retention
- Number of Latinos in student body.

RNT made site visits to two schools in South Central Los Angeles: Miramonte Elementary School and Foshay Learning Center (pre-K to Grade 10).

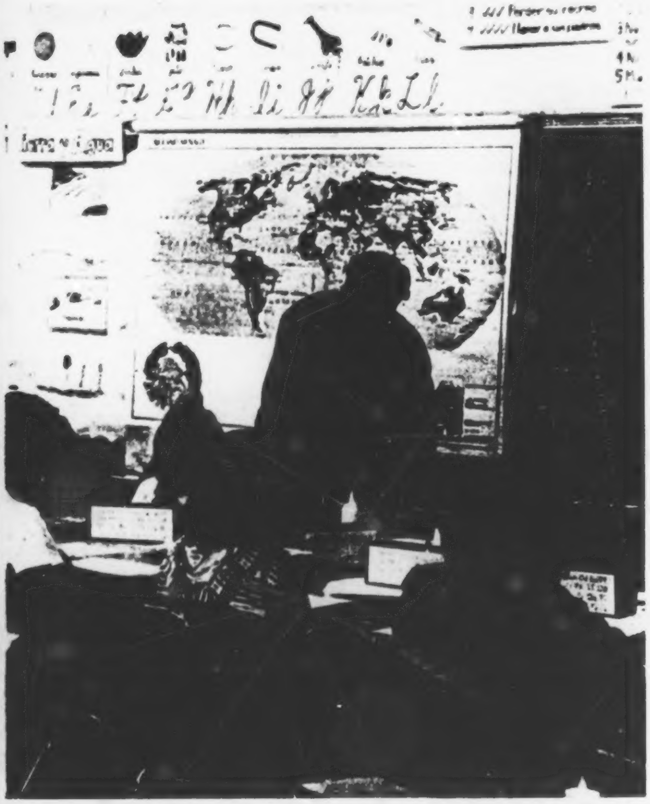
Miramonte is one of the largest elementary schools in the city, with over 2,100 students (100% minority), 81 classroom teachers (40% minority), and 58 paraprofessionals (100% minority). As in many LA neighborhoods, the population has transitioned from predominantly African-American to Latino in the past 15 years. Miramonte is a sprawling two-story building in a run-down residential/business district. The grounds surrounding the building are barren save for chain link fencing, parking spaces, asphalt and cracked concrete surfaces hardly deserving the name "playground." Miramonte's inside spaces are worn but immaculate.

Despite its enormous size, Miramonte prides itself on creating a sense of family; the LTP operates as a close-knit family within the family. Miramonte principal Eloise Blanton describes it as "caring, looking out for the LTP students, being flexible with their schedules, especially when they have finals or term papers due." She must be careful not to show favoritism to the six paraprofessionals in the LTP, but does not hesitate to grab program graduates for openings at her school. She cried when one of four LTP graduates from Miramonte got away from her, a young woman who attended Miramonte as a child, became a paraprofessional and did her student teaching there. "I wanted her to stay on to teach here as a role model, to prove that your zip code has nothing to do with your achievement, but I understood that I couldn't tie her to Miramonte forever."

During the past few years, the school has embraced site-based management and parent involvement and has acquired many new resources, including the services of a bilingual coordinator. Both teachers and paraprofessionals participate in staff development workshops (replicated from the district's program called Developing a Partnership or "DAP") that help them to work together more effectively. The school is unusually supportive of its paraprofessionals and invites anyone interested to participate in LTP-sponsored activities, such as CBEST-preparation workshops and conference presentations. (Miramonte's predisposition to "share the wealth" among all paraprofessionals is atypical, even among project schools.) In all her 31 years in the district, Eloise Blanton hasn't seen a big school like Miramonte where teachers work so well together. "The moment they find a para who wants to become a teacher, they rally around that person and they really fight for that person." Her only regret about the LTP is that there's not enough funding to assist all the eligible paraprofessionals who are on the waiting list.

A graduate of the first LTP cohort, 25-year-old *David Gomez* is a third grade teacher at Miramonte. David had already earned his undergraduate degree in liberal studies at California State University/LA when he began working as a paraeducator at the school and was selected for the program. When RNT asked him why it was important to become a teacher, David said that he wants to keep his students from becoming dropouts by letting them know there is more out there for them. "My parents knew that education was important but didn't think beyond La Secondaria (high school) for me. They, and I, just didn't know what higher education was all about." In addition to the formal curriculum, David think it's also important for a teacher to encourage participation in extracurricular activities, like sports, drama, singing, to help keep students off the streets.

The LTP was important to David for many reasons. The stipend and tuition assistance enabled him to work and take classes without having to seek another job. The best thing about the program was the opportunity to learn from his cooperating teacher and mentor, someone he could turn to with any questions or problems—"the little subtleties they don't teach you at the university, like how well journal writing works after lunchtime when the kids are hyperactive. The kids pick their own topics every day, and it calms them down." Based on his experience, David believes all new teachers should be paraeducators first so they don't get plopped down in a classroom without any idea of what's really involved.



graduate David Gomez

David Gomez's LTP mentor was Elisa Mendez, who teaches sixth grade at Miramonte. She had several paraeducators in her classroom over the years, but David "was a breath of fresh air. For many of the paras I had before, it was just a part-time job. I really enjoyed guiding David because he was excited about becoming a teacher. He wanted to get right in there, not just watch or assist but take every opportunity to be responsible for the class. Gradually, I gave him more and more opportunities with groups doing art activities (his forte) or math, then the whole class. The students no longer saw him as a TA but as my partner, another teacher in the classroom."

At the time of RNT's visit, Mrs. Mendez was mentoring *Leddy Ardon*, a TA at the 95th Street Elementary School who was student teaching at

Miramonte in preparation for the Language Development Specialist Credential. Leddy praises her mentor (who also serves as her master teacher for student teaching):

> *She taught me that creating a vital classroom environment is really important and can have an effect on the students' classroom learning. The classroom is the second home and sometimes the only comfortable and joyful home for the students. Other classrooms are dead compared to Mrs. Mendez'. She is a mother figure to me, a nurturing person who made me feel comfortable from day one. And a real motivator for me. I was ready to give my 100%, and she was there to make sure I had it.*

This 23-year-old USC senior started out after high school in 1989 with general education classes at Los Angeles Community College while she figured out what she wanted to do. A friend was a teaching assistant and the pay seemed good for someone just out of high school. Her first assignment at Dayton Heights Elementary was with a monolingual fifth grade teacher new to the school. "She didn't know the first thing to do with a dozen really tough Latino and Filipino students in that class, so she completely depended on me. We survived that year and the following year together, an adventure I'll never forget. And I realized, 'It's in me, I have it. I'm going to pursue this at a professional level.'" The teacher was very encouraging, told Leddy she had a lot of potential, and gave her materials, packets, units for teaching. It was the principal at the 95th Street School, where Leddy transferred to get more hours, who helped her to apply to the LTP, gave her high recommendations, and encouraged her to go to USC.

Science is Leddy's special interest, and she's determined to make sure that all her students, even those who have trouble with English, learn to love science as she does.

> *Science is just one area where injustices are being done to our LEP students. The same applies for math, language, and so on when teachers give up on them. Our district scores rank at the bottom. It's my personal mission to come up with activities and plans that meet students' different needs so they all learn. Like my professor said last week—we change the means but not the outcome. I have a great responsibility in my hands, so I intend to do the best I can in providing for the students. If you want to be an average teacher, well, stick to what the average teacher wants to do. That's not for me. As a professional, I intend to lead. My real goal is to set up staff development in science and math around thematic interdisciplinary units like those I've learned to use at USC.*

Leddy's already begun to lead her LTP peers:

> *At first we depended on each other, borrowed and exchanged units and ideas. We were like a bunch of fish in the pond trying to survive. Now I'm at the level where LTP students just beginning the program learn from me. Eventually, I want to end up teaching in a school where I can serve as a mentor for those coming through the student teaching process.*

While she truly values having a network going for her because of the LTP, when asked how the program could be made even stronger, Leddy suggested developing professional contacts from many Central American cultures, not only Mexican. "I know from personal experience—I came to the United States from El Salvador when I was eight years old—that Latino/Latina is a very broad term," she points out.

Foshay Learning Center is also located in South Central Los Angeles. Its population of 2,125 students is two thirds Latino and one third African-American, with about 45% LEP students. The teaching staff of 100 is 60% minority, mostly African-American, the racial group that dominated the community until the school became a point of entry for students from Mexico and Central America (resulting in an 80% transiency rate: 40% entering, 40% leaving; sometimes the same 40% coming and going). Twenty-seven paraeducators work at Foshay, all but a few of whom are minorities. Principal Howard Lappin has led Foshay through a dramatic transformation in the past five years since taking over a school rated as "low-performing" and beset by high teacher turnover.[3] It is now involved in two major initiatives—a restructuring grant from the state allows Foshay to focus on teacher empowerment, parent involvement, and thematic interdisciplinary approaches to instruction; and designation as a New American School in the Los Angeles Learning Center Project is bringing new technological resources to the school.

The mission of Foshay is to be "a campus that fosters a positive, humanistic, multicultural approach towards students and staff characterized by academic excellence." The school is decorated with inspirational posters, many proclaiming it to be "Fabulous Foshay!" Living up to its billing, Foshay has fashioned itself into a center for the community through such programs as the Neighborhood Academic Initiative (which rewards local youngsters who work hard and achieve well with full scholarships to USC), plus parent involvement and literacy programs.

Jonas Calderon saw the LTP as an excellent route into a teaching career. When RNT first met him, Jonas was a 24-year-old senior at USC, a paraeducator at Foshay, and a student teacher at Jefferson High School. To Jonas, the most important thing about the LTP was that:

> *. . . it makes you aware of how important your job is. A lot of college students make fun of us for wanting to be teachers and not making lots of money. Money has never been big in my life because I never had any. What I'm thankful for in my background is the education my mom and my teachers gave me. I hope to make students see the value in education. The neighborhoods around here are . . . scary. I think the only way to change that is through education. I don't think I can change the world, but maybe I can make a little difference in some students' lives, kids in my neighborhood. I see a lot of myself in them and in their parents, too, because of all the problems they have. If you're not there for them, God knows what they would do. You can see why I have an urgency to teach.*

▲ *LTP graduates Socorro Vazquez and Jonas Calderon*

In order to escape from the civil war in El Salvador in 1985, then 15-year-old Jonas came to live with his sister in Los Angeles. He used to walk through the USC campus to get to high school, never thinking that he would go to a college that "seemed so close, yet so far away." Miraculously (to Jonas), USC did accept him and arranged for a generous financial aid package. The college experience was "amazing" at first. After two years, Jonas started thinking about what he wanted to do. The decision to teach led him to Michael Genzuk, who encouraged him to apply to the LTP. "They helped me know what classes to take, how to get into the school of education, and provided me with opportunities to go to seminars and conferences."

The LTP also gave him other advantages. He stressed that he learned a lot through the network of communication provided by the program and through his experience with his master teacher who taught him valuable lessons in time management and different techniques to use with students. However, it was his experience as an inner-city TA that gave him the biggest advantage over traditional education students. "I was the only Hispanic out of 20 people in my credentials class at USC. The other teacher education students came to me for advice in dealing with students."

LTP at California State University/Los Angeles

Although California State University/Los Angeles (CSU/LA) produces more bilingual teachers than any other university except Pan American in Brownsville, Texas, it still cannot keep up with the demand. The LTP at CSU/LA has 50 participants (evenly divided between males and females) whose ages range from 21 to 40; their classroom experience averages four to five years. They came into the program as college juniors and have to complete their studies (including the postbaccalaureate credential program) within four years.

According to professor Alan Crawford, who coordinates the LTP at CSU/LA, the major purpose of the program is to enable participants to surmount barriers, the toughest being: limited English proficiency, financial hardship, the need for child care, and testing required for teacher preparation program entry and exit. Strong, supportive principals and willing mentors at schools actively engaged in school reform efforts are all part of his recipe for success. "We've been trying to do this for years with state funds or out of our back pockets. The LTP has allowed us to redouble our efforts and attract support for a real career ladder for paras."

As Crawford sees it, "The students are here, it's a matter of keeping them enrolled, getting them through. Their job is to tell us they're having a problem, and our job is to find a solution." This might entail buying tires for a student who, fearing to drive her car with bald tires, was going to take the quarter off because she couldn't attend classes. Or, it might entail getting some counseling for a student with an abusive husband or bringing families together and introducing resistant fathers and husbands to the older brothers, fathers, and husbands of other students, who speak with pride about the student who's the first one in their family to go to college, much less finish. Something rubs off. "With all the obstacles for paras, the students who do succeed have the attitude and the commitment to survive and rise above all the rest, with LTP's help. It's a good sorting process, in fact one that produces terrific bilingual educators, and it's why I love my work."

Two of Crawford's favorite "survivors" are Socorro Vazquez and Maria Barrientos.

Socorro Vazquez had been in the LTP for two years in the graduate program leading to the California Clear Credential when RNT first met her. She was then 25, a parent, and had three and a half years of experience as a paraeducator in ESL, sheltered English, and math classrooms. Socorro came to Los Angeles from Mexico when she was ten and was fortunate in her encounters with a succession of mentors—a Spanish teacher in high school who encouraged her to become a teacher; the principal of Foshay Middle School where she worked as a paraeducator; the director of the LTP; the coordinator at CSU/LA; and her mentor teacher at Foshay.

> *From my mentor I learned discipline—how to control your class; diversity—how to teach anything; and a lot of potential—that means you never give up, you never stop enriching your own persona and your curriculum. A good teacher provides a lot of moral support, not only for the students but also for the parents. She makes them feel they're needed there at the schools,*

> *that the students can make it, go on to college, make something out of their lives. You can always tell if the teacher has faith in you. When I first came here from Mexico I was a slow learner. My teachers believed in me, worked with and encouraged me, and I improved. Now it's my mentor trusting in me, and when she's absent I carry the curriculum for the substitute.*

Socorro sums up what the LTP meant to her by saying:

> *It feels good that there's a program like this one to help you out. Before the LTP I used to feel that I was lonely out there. I was labeled "just a TA" and a lot of teachers really didn't care much for TAs. In the LTP I heard about the adventures of the other LTP TAs at Foshay—one was elected to go to Mexico for a meeting and she brought back a lot of information and shared it with us—and we tutored each other whenever someone was having trouble in a class.*

Maria Barrientos was 23 years of age and a graduate student at CSU/LA in the credential program at the time of RNT's visit. She had worked as a bilingual para for five years at the Norwood Street Elementary School (the school she attended after moving to Los Angeles from Mexico as a little child) while attending East Los Angeles Community College and the university. When Alan Crawford went to Norwood to recruit LTP participants, Maria applied because she needed help paying for tuition. She got even more.

> *I've been able to finish my education because of the help Dr. Crawford has given me. It's such a big university; knowing someone who helps get courses and supports you makes a big difference. You're no longer just a social security number; you're a person.*[4]

Maria appreciates being treated as an equal by her mentor. "Some teachers see you as 'just the TA,' but she treats me like the teacher. She'll tell me, 'this is what we're going to do today.' And I just go from there." Maria's experience as a paraeducator makes a big difference:

> *You know what to expect. At the university we learn theories. In the classroom every day a paraeducator gets to test what works and what doesn't on 30 or more very different children. And you need to be able to teach one way and then switch to another way for a child who didn't learn it the first time. You're probably going to have to change your teaching style several times during the day in order to make sure that all the children understand the lesson. They're all different, but they all have potential.*

Maria wants to be a teacher so she can return what her teachers gave to her.

> *Where I work and live—it's the inner city, there are gangs—I see these kids in poverty, though their parents may be hard-working. I grew up just like them, and I feel I have so much to give to help them grow and become better people. They need to know it's OK to dream, even though they come from the inner city and they come home to an empty house after school. They can make it as long as they try and work hard. And I want to communicate with the parents, let them know I'm just like them and I'm there to help their children. Being bilingual, it will be easier for me than for those other teachers that don't speak the parents' language.*

LTP at California State University/Dominguez Hills

California State University/Dominguez Hills (CSU/DH) is the third teacher-preparing institution presently working with LTP students (15). Under the direction of professors Joseph Aguerrebere (initially) and John McGowan, the LTP supplemented CSU/DH's other initiatives to assist bilingual and minority paras on the teacher track, the Aide-to-Teacher Projects. Funded with a combination of state lottery dollars and a Title VII Educational Personnel Training grant, the Aide-to-Teacher Projects serve 206 teacher minority and bilingual aides. The Title VII program is assisting 80 bilingual aides during the senior year and postbaccalaureate work. A state teacher diversity grant is helping the remainder to make the transition from community college to the junior year at CSU/DH. Five students out of the 206 get partial support from the diversity grant and the LTP. The LTP exclusively supports another ten students.

Replication, Expansion, Institutionalization

The LTP is one of 12 programs recognized by the U.S. Department of Education as "exemplary" in a recent study on recruiting minorities into bilingual education. In fall 1994 the LTP expanded to Loyola Marymount University, a small private institution in Los Angeles. Five Latino paraeducators from the LAUSD, Little Lake, Lennox, and Montebello school districts formed the first cohort at this site. Professor Magaly Lavadenz is coordinating the program for the School of Education.

Baldwin Park Unified School District is slated as a potential expansion site. The district recently copied the LTP on a small scale and funded two paraeducators' teacher preparation at Azusa Pacific University.

The LTP served as a model for the USC Language Minority Teacher Induction Project (LMTIP), which USC developed in 1993 in response to the demand for teachers from other underrepresented groups (including

Chinese, African-Americans, and Koreans). A one-year $510,000 grant from the U.S. Department of Education targets 50 paraeducators working for LAUSD or the Little Lake School District who have fluency in languages other than Spanish, and who need assistance from the university. As the time frame for this project is limited, participants must be college seniors or postbaccalaureate credential students attending USC, California State University/Los Angeles, California State University/Dominguez Hills, or Loyola Marymount University. Mentoring at the school site, test preparation, and tutorials are provided. The university financial aid offices prepare a total financial package for each LMTIP student; the grant pays for $3,000 stipends and purchases sufficient instructor time to guarantee priority enrollment. Reynaldo R. Baca is LMTIP's director at USC.

USC personnel also share what they're learning from the LTP model via the Southwest Teacher Network, a group of universities in California, New Mexico, and Texas organized by the Tomas Rivera Center. The network's goal is to increase the supply of Chicano/Latino teachers by implementing an interactional learning community model aimed at empowering and supporting teacher education students at each of the institutions. Network institutions collaborate on planning, data collection, refinement of project models, and related activities. The Ford Foundation made the initial planning grant for the network; the Exxon Educational Foundation is providing continuation funding.

Even if one judges by numbers alone, it's quite apparent that Los Angeles paraeducators/teaching assistants represent a rich pool of prospective teachers, particularly bilingual educators. To further support this notion and provide baseline data for a career ladder program for paraeducators, Local 99 SEIU recently surveyed over 15,000 members employed by the LAUSD. Highlights of the survey, based on an 18% response rate, include the following findings:

- 72% of respondents would like to become teachers;
- 45% of respondents have worked with the district for over five years as paraprofessionals;
- 91% indicate that they directly assist in teaching;
- 49% are currently enrolled in classes leading to a college degree; over 67% have completed some college units, and 10% have 160+ college units;
- Respondents have a wide variety of foreign language skills and use these skills in the classroom;
- Respondents list lack of money as the greatest obstacle to their goal of becoming a teacher, followed by family duties and a lack of time.

Walter Backstrom, Local 99 executive director, believes LA's paraprofessionals are an "untapped and underdeveloped resource for the district. They are familiar with the challenges of working in a large urban district. Many come from the neighborhoods in which they work and speak the same languages as their students. Many have provided years of valuable service—tutoring, testing, teaching ESL, translating, dealing with parents, and more. They represent the solution to the LAUSD's teacher shortage."

As Local 99 sees it, paraeducators are one of the biggest bargains in the district. Now it's time for them to get a little recognition and support. It has been difficult to get programs such as LTP and the career ladder off the ground, Backstrom observes, because LAUSD has had four superintendents in the past seven years. Nevertheless, these programs are now moving forward largely because of the collaboration around the Latino Teacher Project. "A lot of people got religious about the program because USC showed a real commitment to the community and the LTP proved what could be done. We need to provide LTP-like opportunities to many more of our members on the teacher track. We believe we have everything in place except the funding mechanisms."

"We're saying to the district," Backstrom continues, "we have demonstrated the need. Step up to the table and put some money into this program to make it a success, because that's what it's going to take. You simply have to say to people: at the end of the tunnel there's going to be a reward—you'll become a teacher and there'll be a place for you. Rather than: just go and do the best you can and try to fit in somehow."

LTP director Michael Genzuk could not agree more. According to Dr. Genzuk, two of the central goals and challenges in phase two of the program are facilitating careful growth and placing increasing emphasis on institutionalization. After full implementation, he anticipates preparing up to 500 Latino teaching assistants annually for classroom teaching positions. In succeeding phases, the LTP will involve additional local colleges and universities and will expand the available pool of project schools. Ultimately, the LTP would be replicated throughout eastern and central regions of the LAUSD as well as in other districts statewide. Continuation funding from the Ford Foundation, plus support from state and federal sources and other entities, such as USC's Mexican-American Alumni Association, are being sought in order to bring these ambitious ideas to fruition.

Notes

[1] The LAUSD's Personnel Division runs a two-year alternative teacher credentialing program for district interns that concludes with candidates being recommended for a California Clear Credential. The program was not specifically created for paraeducators, but the district recruits, counsels, and encourages them to participate in the tuition-free program.

[2] LAUSD distinguishes among teaching assistants (TAs) who are *certificated* employees and paraprofessionals who
are *classified* employees. Classified paraprofessionals, primarily special education aides who work six hours or more per day in LAUSD schools, get paid holidays, two weeks of vacation, paid sick days, overtime, and health benefits. Prior to 1991 when they organized and negotiated a contract, TAs working for the LAUSD got none of the above. They were and still are required to take courses at an accredited college or university at their own expense. When Local 99 organized a separate bargaining unit for LAUSD TAs, they became eligible for limited benefits and compensation varying with the number of course credits taken per year, hours worked, etc. Local 99 now represents over 27,000 classified school employees and certificated teacher assistants in the LAUSD in over 170 different job capacities.

[3] So dramatic, in fact, that Lappin, an affable human dynamo, was named a "Hero of American Education" by the Reader's Digest in 1995.

[4] NB: CSU students often get "locked out" of required courses which are offered less frequently since budget cuts have impacted the system.

APPENDIX A-3

Teaching Opportunities for Paraprofessionals Program (TOP)

State of Connecticut

> *The best thing about TOP is that it gives you an opportunity to give back to your community. Their investment in you yields high dividends. The payoff is in the classroom, making a difference in the children's lives, that's where the bank is. TOP is fabulous—it should be implemented around the country.*
>
> —Barbara Gordon Cobb, TOP graduate
> and third-year teacher, Hartford Public Schools

FACT BOX

Connecticut's Teaching Opportunities for Paraprofessionals (TOP) Program
Developed in 1989 as the first statewide, comprehensive program designed to develop new teachers from the pool of paraprofessional teacher aides, TOP aims to create a more diverse teacher workforce.

Funding Source(s): State of Connecticut and some foundations and corporations

Total Annual Operating Budget (1993-94): $516,105

Participating District(s): Bridgeport, Hartford, New Britain, New Haven, Norwalk, Danbury, Meriden, New London, Waterbury, and Windham

College Partner(s): Central Connecticut State University, Connecticut College, Eastern Connecticut State University, Mitchell College, Sacred Heart University, Saint Joseph College, Southern Connecticut State University, Western Connecticut State University.

Number of Participants: Approximately 64

Profile of Participants: 88% female, 12% male; 81% from underrepresented groups

Criteria for Admission to Program:

- Some college credits from a two- or four-year institution
- A passing score on the Degrees of Reading Power test
- No less than three years of work experience with direct student contact
- A recommendation from the superintendent or principal
- Admission to a cooperating college/university

Program Characteristics:

- Targets areas with the greatest disparity between the minority composition of the student population and the teaching staff.
- Allows paraeducators to study full time during college semesters and teach full time during classroom semesters.
- Participants draw full salary and benefits from their districts while in school.
- Cooperating colleges or universities provide a TOP liaison as well as individual academic advisors.
- Each participating district provides a TOP coordinator.

TOP Status Report

"On and after July 1, 1995, participation in the TOP program will be limited to paraprofessionals who were participating in the program prior to said date. The program shall terminate on July 1, 2001." With these words in P.A. 95-226, the General Assembly of Connecticut signaled withdrawal of support for the state's flagship minority teacher recruitment program, Teaching Opportunities for Paraprofessionals. Reasons for the about-face include the high cost per participant ($12,000 per semester) and the small

BEST COPY AVAILABLE

number of new teachers produced (11 in four years) given the $2 million in state funds invested. The story of the "top of the line" paraeducator-to-teacher program offers valuable lessons for states considering or planning career advancement for paraprofessionals.

TOP's Origins

In 1989 Connecticut became the first state (and, until California allocated funding in 1994, remained the only state) to sponsor a *comprehensive* program to develop new teachers from the pool of paraprofessional teacher aides. With passage of P.A. 89-355, the legislature authorized a pilot program called Teaching Opportunities for Paraprofessionals (TOP) primarily in order to increase the diversity of Connecticut's teacher workforce. *(See also State Sponsorship, Part IV.)* TOP is comprehensive in both a geographic and programmatic sense.

The change in student demographics in Connecticut was accelerating—one quarter of the approximately 480,000 public school students were children of color—yet less than 6% of the professional staff were individuals of color. These statistics do not tell the whole story, however. More than 80% of Connecticut's minority students were clustered in 18 of 166 districts; in just seven of those 18 districts, places where urban blight was most severe, more than 60% of the minority students were enrolled. By contrast, in 98 school districts minority students comprised less than 5% of enrollments.

For the first program cycle, state education officials chose the five poorest urban school districts (Bridgeport, Hartford, New Britain, New Haven, and Stamford) with the largest number of qualified paraprofessionals and the greatest disparity between the minority composition of the student population and the teaching staff. Legislation (P.A. 91-361) subsequently increased the number of districts eligible to participate in the program, allowing Danbury, Meriden, New London, Waterbury, and Windham to join. (Stamford has since withdrawn, and Norwalk will be invited in.)

Connecticut had already tried recruiting certified teachers for these troubled urban districts from other states and from Puerto Rico, but found retention a problem.[1] TOP works better, explains Abigail L. Hughes, chief of the Bureau of Certification and Professional Development in the state education agency, because "paras live here, they're part of the community, and they have a reality-based commitment to education based on their years of experience in the classroom. Furthermore, it's a real working partnership between colleges and universities, school districts, business and industry, and our Department."

Alma Exley, education consultant to the state agency and TOP program manager until her untimely death in spring 1995, was equally enthusiastic: "This is an excellent source of new teachers," she told RNT. "TOP paraprofessionals, most of whom are men and women of color, have already demonstrated an interest in and aptitude for teaching children. The motivation and the commitment level is very, very high, because these are mature people. A lot of them realize that this is a window of opportunity for them, and if it shuts, there aren't a lot of alternatives. It does go a long way to assist people who otherwise might not have the means to become certified teachers in our state."

TOP recognizes that many paraeducators are supporting families and that any program to help them become teachers must take into account the many demands on their time and money. The program addresses these demands directly and provides both time and financial support so that paraeducators can devote full attention to their studies during the college semesters and full attention to their paraprofessional work during the public school classroom semesters. This "Cadillac" of paraeducator-to-teacher programs provides about $12,000 per person per semester to cover tuition for full-time study, books, and fees, as well as salary and benefits (at the Step 1 salary level) for replacement paraprofessionals. Participants continue to draw full salary and benefits from their local districts while attending college; districts also absorb the difference, if any, in the cost of substitute paraprofessionals above Step 1.

Exley was careful to point out that, with all the state requirements, TOP is definitely not a shortcut to teacher certification. Like all other prospective teachers in Connecticut, TOP candidates must meet the state's rigorous standards for certification. First comes the basic skills test (the Connecticut Competency Exam for Prospective Teachers, or CONNCEPT) administered prior to entry to teacher education (the state agency pays the test registration fee up to two times). Later, for initial licensure, there's either CONNECT (the elementary certification test) or CONNTENT, the subject area knowledge assessments for high school teachers. Beginning teachers then must participate in a formal induction program (Beginning Educator Support and Training program, or BEST) and pass a classroom performance assessment in order to receive a provisional certificate.

In addition to generous financial incentives, what makes TOP comprehensive is the academic and personal support available to program participants at all stages. Every spring, Exley coordinated a series of TOP workshops on study skills, test preparation, instructional development, and worrisome topics, such as "What to Expect from Student Teaching" and "Making the Transition from Para to Teacher." (She did a needs assessment to find out exactly what participants wanted from the workshops.) The program also pays registration fees to encourage attendance at statewide professional conferences. Each cooperating college or university is asked to provide a TOP liaison plus an individual academic advisor, and each school district has a coordinator.[2] Support continues right into the first year of teaching, giving new TOP teachers practice assessments and feedback from a trained assessor prior to their official BEST assessments.

The first TOP participants attended college full time for one semester and worked as paraprofessionals for the other semester during their first two years in the program, an arrangement that was thought to help adult learners cope better with academic demands. After participants clamored for permission to attend college/university full time for the entire school year in order to move along more quickly, the policy was changed (in 1993) to allow continuous full-time study, provided that participants maintain at least a 2.5 GPA and achieve a passing score on CONNCEPT. Participants who fail to meet these requirements are put on inactive status, return full time to their paraprofessional duties, and may take courses at their own expense and/or retake the CONNCEPT exam.

When participants complete or leave the program for any reason, new participants are admitted. Between January 1990 and May 1994, TOP served 64 individuals (88% female; 81% minorities). All but 16 (who either withdrew, became inactive, or were dropped because of unsatisfactory academic performance) are now either teaching in Connecticut schools (11), still in college (29), seeking jobs within their districts (3), or trying to pass the subject area exams necessary for certification (5).

TOP at the District Level

Districts select their own TOP participants, using the following criteria: some college credits from a two- or four-year institution; a passing score on the Degrees of Reading Power test administered by the state education agency; no less than three years of work experience with direct student contact; a recommendation from the superintendent or principal; and admission to a cooperating college/university.

Each district designates a contact person to work with its TOP paraprofessionals and the local college. The district coordinator oversees the selection process, keeps track of participants, helps them with employment issues, makes sure they're fulfilling requirements, attending classes, earning satisfactory grades. Ideally, a district's coordinator and the college liaison work as a team, meeting on a regular basis to compare notes on the progress of participants.

Bridgeport

Bridgeport's former director of personnel, Olga de la Victoria, was TOP program coordinator for the district at the time of RNT's visit. She recalled the tremendous outpouring of interest when TOP was a pilot program. "In the beginning, it was a little difficult because TOP was such a wonderful opportunity and so many paras wanted to be part of it, but we weren't clear enough about selecting candidates. Now we have a system. We review the applications and hold committee interviews. The committee turns the scores over to me, and I take a look at the total picture, because what I'm looking at is whether, in the end, I'm going to hire the candidate as a teacher." (TOP graduates are assured of preferential hiring in their districts once they are certified.)

After what de la Victoria referred to as a "rough start," the program has generally achieved its objectives. Her initial concern—"that people might think this was just a holiday"—quickly proved unfounded and paraprofessionals met her expectations for "working triply hard because of the opportunity." TOP's success in Bridgeport "comes from the collaboration of all the players. I think everybody wants this because it means something better for people on every level."

De la Victoria has hired four or five TOP graduates whom she rates as "outstanding—very, very motivated. My principals just think they're great. They're hard workers and good teachers. They bring another perspective to the teaching field, an understanding of the underdog, you might say. Another teacher might not see it, but a former instructional assistant can see the difficulties students must overcome to achieve their goals."

▼ Steve Taylor, TOP graduate

Among Bridgeport's TOP graduates—"wonderful ambassadors," the personnel director called them—is *Steve Taylor*, a sixth grade teacher at the Elias Howe Elementary School. Located in an industrial area, the school has a solid, worn exterior that belies the riot of student artwork colorfully decorating the corridors and dangling playfully from the ceiling inside. Howe Elementary is a place that says, "You are important." Murals and posters promoting self-esteem abound. Principal Zeneida Muniz reinforces the message

BEST COPY AVAILABLE

on "Teacher Recognition Day" by bringing a corsage to every teacher and pinning it on in front of the children.

Steve Taylor's classroom is filled with self-esteem slogans and pictures of famous people of color. Every day his sixth graders recite a self-esteem pledge: "I am special. There's no one like me. No one has my eyes, my hair, my hands, my voice. Because I'm special, I need not imitate others. I will accept and celebrate my differences. Out of all the kids there's only one me, I'm special." Taylor stresses self-respect and respect for others because he believes "there's definitely a correlation between students' learning abilities and feeling good about themselves, no question about it."

A lot of his kids see caring adults only when they come to school and get no structure at home, Taylor reports. They have more distractions—dead bodies, drug dealers, guns, AIDS—to deal with than he did growing up in Bridgeport. "They need role models (African-American male teachers are scarce at Howe Elementary) and they want and need structure, discipline. I give them both. The challenge is to get them to see there's another way besides what they see in the streets every day. I throw positiveness at them all the time."

He has posted motivational slogans around the room, such as one that reads, "FAILURE IS ONE THING YOU CAN ACHIEVE WITHOUT EFFORT." Amid the organized clutter, students work purposefully and cooperatively at desks arranged in neat clusters. They're attentive, engaged. The daily schedule is neatly written on the board.

"A student doesn't leave my classroom if he doesn't understand a lesson we just completed. I'll tutor him until he understands it—after school, and if that doesn't work, then any morning. I'm here an hour and a half before the start of school, so kids will come in early and I'll help them." Taylor also has an ISYS Club ("I Stay, You Stay") for students who fail to do homework, science projects, book reports, and the like; happily, there are no members.

Completing his second year of teaching when RNT visited his classroom, 32-year-old Taylor already had years of paraprofessional experience in elementary, middle, and high school classrooms. Married young, he was working a second job as a night supervisor for UPS and tutoring kids in math and computer programming when Olga de la Victoria told him about TOP. "Between the two jobs I was just making it, but I never had time

> to go back to school to finish my undergraduate degree. The TOP program gave me that opportunity. I mean, it's changed my life around, it really has, and let me use my talents. I don't know where I'd be right now if it wasn't for the TOP program. It really is a blessing."
>
> Once he was accepted into the program, Steve Taylor received "more support than I could even imagine—preparation for the program, for the different tests that we had to take, orientation—because a lot of us hadn't been to college in six or seven years, and to get back into the college atmosphere was a little difficult. They took us step by step. The TOP coordinator at Sacred Heart University was almost like a big brother; he gave us his home number in case we had any problems. So they didn't just give us the money and tell us to go ahead. They took time to prepare us and make sure we were ready."
>
> Having a mother, sister, and brother who taught was one advantage for Taylor. His oldest friend was another special source of support. The two men, who once went to kindergarten together, also went through the TOP program together, graduated, and began teaching sixth grade at the same time.

Professor Thomas Pepe, who inherited the TOP program from the former coordinator, is the current liaison between Sacred Heart University, the Bridgeport Public Schools, and the state Department of Education. A superintendent of schools for 27 years, Pepe enjoys working with the highly motivated TOP students. He credits Sacred Heart's president and his commitment to the Bridgeport community for bringing the program to the university and soliciting corporate contributions for it. In Pepe's opinion, TOP works well in Bridgeport (in contrast to Stamford, the district that withdrew from the program in discouragement after two Stamford paraprofessionals completed the program but were unable to pass the subject area exam needed for certification) largely because the personnel director fine-tuned the selection process so that bright, high achievers are recruited and the university and TOP's program manager make sure they get whatever support they require. "They're homegrown teachers who've worked in the schools and moved to another plateau. They return to the schools and can say, 'I did it and maybe you can, too.'"

Hartford

When the Commissioner of Education invited Hartford to participate in the TOP program, Hartford Public Schools personnel director Lois Sharpe immediately saw the benefit of having "a fantastic resource in our own backyard." In terms of staff development, TOP far surpassed the district's and paraprofessional union's agreement giving paraprofessionals salary recognition for the number of college credits earned and tuition reimbursement for up to six college credits per year. Sharpe needed no convincing to become the TOP coordinator for Hartford. With a student population somewhere between 46% and 48% Hispanic and 46%-48% African-American, the district is now developing new teachers from the local paraprofessional pool, rather than expending a lot of money and person hours traveling all over the country trying to recruit minority teachers.

TOP's first graduate, *Barbara Gordon Cobb*, only wishes that the program had come along a decade or two sooner. The 51-year-old grandmother was in her third year of teaching kindergarten at Hartford's Martin Luther King, Jr. Elementary School at the time of RNT's site visit to Hartford. Cobb became a paraprofessional in 1972, fell in love with her job, and began taking courses at the University of Hartford right away to equip herself better for serving the children. At first she didn't think she would become a teacher, but over the years she took so many courses that she only lacked two semesters, including student teaching, when she entered TOP in 1990. "Do I really need student teaching," she wondered, "after 18 years in the classroom?" Then she realized, and not for the first time in her long career, "there's always more to learn."

Cobb has lived in Hartford for some 33 years, but she grew up in Florida and graduated from a totally segregated high school in the early '60s, where the library was off-limits and equipment was sorely lacking. Yet, she's quick to acknowledge the many things she learned in that Florida school that have stayed with her through the years. "You learned values at home and the school reinforced the same values. That continuum is missing today; our children's lives are fragmented." Call it wisdom or common sense born of experience, Mrs. Cobb has "compounded all I've learned—in the classroom, at the university, as a parent—pulled from all of it to create the nucleus of my classroom . . . and then let it spread out."

Being African-American helps her to relate to her students and to their parents, but that alone isn't enough. "The key components are trust and genuine concern. I let the parents know we all have the interests of the children at heart. Teaching's a 24-hour job, seven days a week. You have to feel, you have to have it in here. That's what makes the difference. You can graduate at the top of your college class, but it doesn't matter how high your grades were if you don't believe that the children are worth all the effort you put into the job. My philosophy comes down to this: Each child is like a precious jewel. You have to cultivate each one, keep trying and keep working. I treat and teach my students the way I expect my grandchildren to be treated and taught. I give and expect nothing less."

MLK Elementary is housed in the former Weaver High School, a huge, fortress-like two-story structure, whose painted-over windows are sealed shut. A few flowering cherry trees, a side lawn of grass, and a macadam and bare dirt playground featuring concrete climbing equipment in animal shapes scarcely relieve the otherwise grim appearance of the hulking school and its environs. To escape what many see as a violent and "dying" city (a growing portion of Hartford's downtown retail district is vacant), families have been taking their kids out of the school and going elsewhere. For better or worse, MLK School's numbers are "down" to 1,025 students, 99.9% of whom are children of color.

The lower numbers mean that Mrs. Cobb has only 17 kindergartners, who get lots of individual attention from her and her aide, Mrs. Jimenez. Sitting at round tables for math or art or on the carpeted floor to listen to a story, the children are mannerly, attentive, cooperative, and responsible. The school's public spaces may be well worn, their colors faded, but Mrs. Cobb's room is colorful and inviting and the children appear to be thriving in her capable hands.

RNT asked MLK Elementary principal Carol Jackson (a veteran in the Hartford system) to comment on the addition of a former paraprofessional to her staff. "It didn't take long for us—and the kindergarten parents—to notice and appreciate Barbara Cobb's special gifts, her instructional skills, her high expectations, her spark." Even some of MLK's more cynical teachers have admitted, "We can't discourage her, so we might as well join her." The parents threw a birthday party for her last year. When budget cuts threatened her job this year (Cobb is a junior member of a very senior staff), parents protested, telling Jackson they would put their kids in another school if Cobb was laid off. Borrowing Cobb's own phrase, Jackson concludes, "I think *she's* the jewel, really. She should have been a teacher a long time ago."

Mrs. Cobb's TOP colleague, *Carmen Manson*, a 40-year-old Puerto Rican woman, was completing the first year of teaching a self-contained bilingual special education class (grades four through six) at the time of RNT's visit. Her personal experience as a Head Start volunteer and parent of a child with special needs originally led her to join the paraprofessional ranks and pursue a bachelor's degree part time on her own. A product of the Hartford school system, Manson characterized her early schooling as "wonderful—I had very caring, loving, excellent teachers who were there for me all the time. In fact, I owe my desire for higher education and a teaching career to the help and encouragement of the teachers I had when I was growing up in Hartford."

Manson entered the TOP program in 1989 and went on to earn a master's degree in elementary and special education from St. Joseph's College. Once into the program, Manson would have preferred to go straight through. Like Barbara Cobb, she found it hard to adjust to one semester of study, one semester of work which TOP then prescribed, so she appreciated the different kinds of support provided by the program. "This was a collaborative effort—the state education people, the local schools, the colleges all worked together to help us out in some way. They were there for us until the end, and that did make a difference, I'm sure."

Looking Ahead

The TOP program is the centerpiece of Connecticut's minority teacher recruitment initiative and an important part of the state's overall plan to recruit and maintain a high-quality professional teaching force. Abigail Hughes, chief of the Certification and Professional Development Bureau, is especially pleased with the quality of TOP graduates and the impact of role modeling: "It's been just phenomenal. Here you have someone from the paraprofessional ranks going out and coming back as a teacher. Students get to see that person move on a career ladder, study hard, and reach a goal. That's very powerful for students to see—college students as well as elementary and secondary youngsters. Another important type of role modeling is occurring with men working in elementary schools. Often in the inner cities there are few men in kids' lives. Even one new male teacher in a school can have a tremendous impact."

Mindful of the vagaries associated with election year flux, a pending desegregation case (now under appeal)[3], and Hartford's decision to cede district management to a private firm, Alma Exley and Abigail Hughes told RNT they believed the TOP program was "attractive in light of every region's need for a more diverse teacher workforce" and "the commitment to TOP is strong because we now have a successful track record." That track record means there's a growing cadre of successful and persuasive TOP graduates who can effectively advocate for the program at conferences and meetings. Sometimes the presentations take an unexpected turn, as the following story illustrates. Each spring Exley put on a ceremony at the state library to honor the current crop of graduates. Legislators, corporate sponsors, participants and their families all attended. At last year's recognition ceremony, one of the most dedicated corporate sponsors, Union Carbide, brought a check to symbolize continuing commitment to the program. Then one of the TOP graduates suddenly stood up brandishing a check of her own, saying: "I don't make very much money now, but I really believe in this program. Here is my check. Let's all contribute to TOP." There wasn't a dry eye in the place.

While the individuals directly responsible for the program were convinced that funding was TOP's only limiting factor, criticism of TOP's track record, given the high cost of producing a relatively small number of new teachers, began to surface. State funding for TOP had increased annually from an initial grant of $300,000 to about $500,00 in the current funding cycle, for a total of $2,194,120. (Several local foundations and in-state corporations initially contributed supplemental funding totaling $164,200.) Level funding for 1994-95 combined with rising salary costs for replacement paraprofessionals a) restricted TOP's ability to expand beyond either the original priority districts or the number of paraeducators participating, and b) discouraged participating colleges and universities from releasing a faculty member to counsel TOP students and ensure greater consistency of support services across campuses. Having elected to run an expensive, high-quality, comprehensive program, TOP managers relied on the commitment of many players, not the least of whom are state legislators, to provide the generous support that's critical to continued participant and program success. P.A. 95-226 makes it clear that TOP's days in its present form are numbered.

Notes

[1] For a discussion of the increase in homegrown or local recruiting of minority teacher candidates in Connecticut, see Joanna Richardson. (May 17, 1995). "Talent Scouts." *Education Week, XIV* (34).

[2] TOP students attend eight cooperating public and private colleges and universities: Central Connecticut State University, Connecticut College, Eastern Connecticut State University, Mitchell College, Sacred Heart University, Saint Joseph College, Southern Connecticut State University, and Western Connecticut State University. The private institutions absorb the difference between their usual tuition charges and the $1,400 TOP reimbursement.

[3] The urban plaintiffs lost the case, which charged inequities in the educational system. The pattern of minority-dominated inner cities surrounded by wealthy white suburbs is referred to as "the two Connecticuts."

APPENDIX A-4

Career Training Program

New York City

FACT BOX

New York City's Career Training Program (CTP) Since 1970, the New York City Board of Education and the United Federation of Teachers have sponsored a career ladder program for paraeducators designed to expand the pool of teachers, especially those of color.

Funding Source(s): The NYC Board of Education and the United Federation of Teachers

Total Annual Operating Budget (1993-94): Between $6 and $8 million

Participating District(s): New York City Public Schools

College Partner(s): Sixteen community colleges or senior colleges in the City University of New York system, including Medgar Evers College (site of RNT visit)

Number of Participants: Approximately 3,000

Profile of Participants: N.A.

Criteria for Admission to Program:
- Employment as a paraprofessional
- High school diploma or GED

Program Characteristics:
- After the first year, CTP pays for a maximum of 18 credits per year until the baccalaureate is attained.
- Students may stop out with no penalty.
- Sixteen different colleges offer a wide array of program options.

The Granddaddy of Paraeducator-to-Teacher Programs

New York City's Career Training Program is easily the largest and oldest program of its kind. In a partnership dating back to 1970, the NYC Board of Education and the United Federation of Teachers (UFT) have sponsored the Career Training Program (CTP), featuring tuition vouchers, pay incentives, release time, and career ladder opportunities to paraprofessionals working in New York City's elementary, secondary, special education and bilingual education programs and attending any of 16 community colleges or senior colleges in the City University of New York (CUNY) system.[1] Taking six credits per semester becomes "a way of life" for many of the 16,000 paraprofessionals employed in New York City's five boroughs.

The Career Training Program was created not only to promote career ladders for paraprofessionals, but also to increase their access to higher education and to expand the pool of potential teachers in general and teachers of color in particular. Since its inception the program has served some 15,000 individuals: 6,000 have received a baccalaureate degree; 5,300 earned teaching credentials, all of whom have been placed in urban teaching positions.[2]

The NYC Board of Education sends out voucher application forms (worth six credits per semester) to 11,000 UFT paraeducators three times per year. In 1993-94 some 3,000 individuals were approved for up to 18 course credits during the fall, spring, or summer semesters—at a cost of between six and eight million dollars. A substitute paraeducator who has no college credits whatsoever is eligible for tuition vouchers (up to six credits) from CTP once she has worked for 30 days as a sub (salary is $78 per day, no benefits). Regular full-time paraeducators who have no college credits must take six education credits during their first year of employment to keep their jobs. CTP pays the admission fee for paraeducators who have never attended college and counsels first-time applicants to file for financial aid. They may choose nondegree status or matriculation into a CUNY program. In either case, course selection is somewhat restricted—pottery class, for example, does not qualify.

CTP continues to pay for a maximum of 18 credits per year until the baccalaureate is attained. If a UFT paraeducator already has an undergraduate degree, the CTP will pay for 12 credits in education. During the summer semester, if not working for the NYC Board of Education, paraeducators receive a $240 stipend. Those who take at least five credits during the spring and fall semesters are entitled to two and a half hours of release time per week.

After the first six credits in year one, there is no time limit for participants to complete their studies, no penalty for "stopping out" for a semester or more should family, work, health, or other circumstances interfere. Benefits continue without interruption. There are, however, distinct advantages to keeping one's grades up and earning college credit—job upgrades and pay increases as one moves up the paraprofessional career ladder from teacher aide ($9.40/hour), to educational assistant ($10.35/hour-$11.05/hour), to educational associate ($12.63/hour), and so on, until one qualifies for the professional track into a teaching position.

Although CTP seems to be an ideal program—and letters from grateful graduates to the board of education attest to the board's power to change lives by providing paraprofessionals with the support and incentive to get a college education—it's not perfect, yet. Vanessa Sullivan, paraprofessional coordinator at the board of education, says, "It's not enough to process all the paperwork for paraprofessionals in the CTP. We have to ensure they are not lost in the system." William Ebenstein, director of the New York State/CUNY Consortium for the Study of Disabilities, agrees completely. The problem as he sees it is that paraprofessionals are encouraged to attend school and accumulate credits to earn salary increments, but after as much as a decade of course taking without the benefit of academic advising, many are in "academic limbo," unable to meet the requirements for teaching positions.

Paraprofessional Academy and Resource Center

Ebenstein, Sullivan, and others representing the New York State Education Department (NYSED), NYS Office of Mental Retardation and Developmental Disabilities (OMRDD), CUNY, the New York City Public Schools, the unions, and other interested agencies, are part of the advisory board for a new CUNY Paraprofessional Academy and Resource Center that aims to do a better job of guiding paraprofessionals (especially those in special education) into teaching and related professions. Under the leadership of Anna Lou Pickett, who has directed the National Resource Center on Paraprofessionals in Education and Related Professions for more than 15 years, the Paraprofessional Academy will be an information clearinghouse for CUNY programs and will improve existing programs and services as well as develop new ones. One goal is to assist CUNY institutions to be more aware of incoming students who are paraprofessionals so that they get the academic advising and support services they need to succeed. Another goal is to give paraprofessionals a voice in the planning process, so that their ideas and needs are translated into effective strategies. A third goal is to encourage paraprofessionals in special education and related service workers throughout the disabilities field to realize their commonalities and to understand the various roles and job skills that will be needed in the future, when children with disabilities are expected to be integrated more fully into schools and communities than they are presently.[3]

New York State Consortium for the Study of Disabilities

The new Paraprofessional Academy is actually an offshoot of a larger and more complex initiative called the New York State Consortium for the Study of Disabilities, which was established in 1989 by John F. Kennedy, Jr., president of Reaching Up, Inc., and James P. Murphy, chairman of the Board of Trustees of CUNY.[4] The purpose of the Consortium is "to spearhead a comprehensive statewide effort to prepare personnel to work with children and adults with disabilities and to create opportunities for career advancement through higher education for current and future workers in the disabilities field." (A five-year federal grant awarded in 1992 is allowing expansion of activities to the State University of New York (SUNY) and to private colleges throughout New York, for a total of 25 Consortium colleges/universities.) The Consortium is guided by a public/private partnership, and an advisory council, chaired by John F. Kennedy, Jr.

Kennedy Fellows Program

As director Bill Ebenstein is careful to point out, the Consortium's frame of reference is broader than teaching careers. In fact, the Consortium's main program, the Kennedy Fellows Program, initially targeted direct service workers in agencies serving the mentally retarded, where high employee turnover rates were a great concern. Moreover, New York's state education bureaucracy and the strong unions make education "the hardest discipline

▲ *Margaret Wallace, Kennedy Fellow and MEC student, NYC*

for the Consortium to work with." However, by providing scholarships and career mentoring to students currently enrolled in two college courses and working (for at least one year) with individuals with disabilities at a public or not-for-profit agency, the Kennedy Fellows Program has attracted paraprofessionals in special education who work for the NYC Board of Education. In similar fashion, the Consortium's Curriculum Development Incentive Award Program has resulted in the creation of over 40 new specialized courses and training opportunities for paraeducators and direct care workers in the disabilities field at 15 CUNY, SUNY, and private colleges throughout the state.

Fifteen paraeducators were counted among the 102 Kennedy Fellows in 1993-94. Ebenstein sees them as potential leaders in the disabilities field, not only as future teachers. Some are parents of disabled kids. All are dedicated, highly motivated, hard-working, intelligent, and closely connected to their communities. Five paraprofessionals have successfully traveled the long road into special education teaching in the four years since the program began with just ten Fellows. While crediting the persistence and savvy of these individuals, Bill Ebenstein attributes their success to key elements of the program—access to higher education in the form of scholarships and $500 stipends per semester, plus career mentoring and academic counseling. Fellows are also entitled to individual tutoring if needed and may attend professional conferences and events.

Given New York State's highly regulated system, Ebenstein views individual transcript review and careful counseling as critical to making the transition from paraeducator to professional. Indeed, for many of the paraeducators enrolled at CUNY community colleges, the desired pathway into teaching is more likely to be a dead end unless the associate's degree articulates with a four-year degree program.

Teacher Preparation at Medgar Evers College

Perhaps because of its unusual status as a senior college with both two- and four-year programs, articulation appears to be less of a problem at CUNY's Medgar Evers College (MEC). Perhaps because Medgar Evers considers social change, preparation of teachers for inner-city schools, and the career advancement of paraprofessionals to be part of its mission, the college is experiencing a "new awakening" and has become a magnet for the resources that allow it to break new ground in programming, services,

BEST COPY AVAILABLE

and the delivery of instruction. Perhaps because MEC's administrators and faculty actively recruit and support them, more paraprofessionals are enrolled in Medgar Evers' special education teacher preparation program than in any of CUNY's other four state-approved undergraduate special education teacher preparation programs (City College, York, Baruch, Brooklyn). Small wonder that Ebenstein describes Medgar Evers as the college "most open to paras."

MEC's new main campus, a three-story, modern red brick building dedicated in 1988, is located on Bedford Avenue in the Crown Heights section of Brooklyn. Facing a mélange of deli/grocery stores, pizza shops, dry cleaners, a Chinese restaurant, the Iglesia de Dios Pentecostal, the Church of Righteousness and Light, and an abandoned building with no window glass and gaping holes in its concrete facade, the MEC campus remains graffiti-free—an oasis of achievement and a center of community pride in one of the inner city's "high-impact" poverty areas. The new facility includes an expanded library with art gallery, a suite of computer labs, an auditorium and an outside amphitheater, the latter two in constant use by community groups. Expanded services and programs include the Learning Center (for tutoring, test preparation, and so on), the Freshman Year Program, and several support programs for women, who vastly outnumber men in the student body.

Medgar Evers College, named for the martyred civil rights leader (1925-1963), was established by the Board of Higher Education in 1969 as a result of the advocacy of community residents in Central Brooklyn and educational and civic leaders throughout New York City. Before the college moved most of its operations from cramped quarters in an old house on nearby Carroll Street to the new facility, the most prominent structure on Bedford Street was the city-block-long Bedford Bowl. More than a bowling alley, its peeling exterior remains covered with colorful murals from the '60s-'70s depicting the community's heroes and heroines, e.g., Martin Luther King, Jr., Congressman Adam Clayton Powell, Jr., Dr. Mary McLeod Bethune, Medgar Evers, Sojourner Truth, Elijah Muhammed, Kwame Nkrumah, and Marcus Garvey. Lifesize African kings wearing magnificent gold crowns sit on their thrones, and white tunic-clad men and women stroll beneath palm trees. Right in the center is a stark reminder of that era's turmoil, a huge circular symbol proclaiming "Unity in the Community" and "Increase the Peace."

Today, however, Crown Heights residents from high-rise apartment houses and wood or brick residences hugging tree-lined streets have a new and thriving education/community center serving some 5,500 students as well as community groups. Edison O. Jackson, MEC president, speaks with intensity about his newly energized institution, where "commitment and competence" are #1 and the teaching/learning process and diversity of experience are priorities, regardless of color. Why is Dr. Jackson so excited about paraeducators attending MEC?

> *They're a major force to help change education. They have the capacity to move beyond their present positions to become professionals. They advance, but they remember. We equip them with the skills they need to be major change agents, but they bring something special that you cannot teach—an ability to motivate students who are just like they were. Our challenge is to harness their maturity, life experience, perspective, "mother wit," whatever you call it, with intellectual development.*
>
> *When we transform a para, usually the head of household, who comes here not knowing what she can accomplish and goes on to become a teacher and maybe a principal, we empower not just that individual but her entire family. Her children, her relatives become excited by education. What's more, our teacher education faculty work actively with the school districts to strengthen the clinical component of teacher preparation and increase teacher retention. That's how the institution acts as an agent of social change.*

Jackson credits MEC's booming teacher preparation programs for paraprofessionals to collaborative efforts with CUNY, the NYC Board of Education, the UFT, and (especially) to the vision and dedication of two of his staff members who "championed the cause"—Dr. Deborah Shanley, assistant dean for Liberal Arts and Education, and Marlene Scovronick, director of the Worker Education Program. When Shanley and Scovronick go out to "sell" MEC programs, they encounter a degree of cooperation almost unheard of in other parts of the city. The superintendent of District #19 in East New York released 400 paraprofessionals for an afternoon so they could attend a MEC recruiting meeting. District #17 is using MEC's facilities for a major conference on staff development for paraprofessionals. Legislators come to MEC. "Our external network is fantastic. We cherish our relationships," Scovronick enthuses. Both agree that paraprofessionals are unique because of their links to the community and see MEC's role as "making them the best they can be."

MEC teacher educator Pauline Bynoe sees MEC as "a rich primary resource" for the inordinate number of special education paraprofessionals required to serve the density of the special education student population in the Central Brooklyn area.[5] MEC, "smack in the middle of Brooklyn's multicultural, immigrant population," is extremely responsive, both to new student populations K-12 and to the need for new course sequences, such as bilingual special education for Spanish or Haitian children.

While the NYC Board of Education mandates college attendance by paraprofessionals for the first six credits, this only gets them in the door—it's up to MEC to keep them. As Scovronick puts it, "Through service, access, and quality education, we strive to convince paras to continue beyond those initial credits." The Education Department offers the Associate of Arts degree in teacher education, the B.A. in liberal studies/education N-6, and a dual certification program, leading to a B.S. in special education and K-6 general education, with specialization options.

What makes MEC different from CUNY's more traditional institutions is not the degree options but the innovative instructional delivery system. MEC has been breaking new ground in at least two ways. First, by collaborating with the NYSED on the use of television and radio for introductory developmental disabilities telecourses *(see State Sponsorship, Part IV)*. Second, by moving registration, bursaring, academic advising, and classes themselves out to sites that are convenient to paraprofessionals' residence and work, thereby removing most obstacles to education, such as transportation, safety, time away from one's own children, and the intimidation first-generation college goers often feel when approaching institutions of higher education. In fall 1994, MEC's Worker Education Program is sponsoring 48 courses for 600 participants at 15 off-campus locations. They will also get peer group nurturance and faculty familiar with adult learners.

To accelerate paraprofessionals along the lengthy professional track into special education, MEC is implementing a new Workforce Development Initiative, offering additional courses during students' intersession breaks. Students must be "conscientious and committed," agree to take two of three intersession courses offered in January, June, and August, and meet eligibility criteria (i.e., complete a minimum of 24 college credits with a GPA of not less than 2.75; perform adequately on the CUNY Assessment Tests and satisfy basic skills requirements; obtain written recommendations from a job supervisor/administrator and from a faculty member).

Proactive in terms of outreach to paraprofessionals, Shanley and Scovronick employ three basic strategies: 1) they participate in the CUNY/union-sponsored annual citywide college recruitment meeting for paraprofessionals from 900 city schools and personally attend UFT meetings and job fairs throughout the year; 2) the board of education mails out their fliers along with the voucher forms for paraprofessionals; and 3) they depend on word of mouth from their satisfied "customers."

MEC is atypical when it comes to program evaluation, too. Formative and summative methods are regularly used, for example, to evaluate the telecourses or to determine drop-out indicators or success factors (although it's too soon to tell whether paraprofessionals in teacher preparation programs at MEC are outperforming "traditional" teacher education students).

Bynoe describes typical paraprofessional/teacher education students as 30-40-year-old single women with children. As she puts it, "They've got three lives—student, parent, worker—three trains often running on the same track." When all the right supports are in place—e.g., child care, individual tutoring, preprofessional development activities, mentoring, peer coaching—the chances of dropping out are smaller.[6] In addition to a federal grant that makes this array of supports possible at the college, MEC's teacher educators yearn for a budget increase that would permit new staff hires, especially counselors; computer support to run data on hundreds of students; and more space for programs that are "growing by leaps and bounds."

MEC's Paraprofessional/Teacher Education Students

Who are the paraprofessionals being recruited into MEC's teacher education programs?

> *Helean Glogower* graduated from high school in 1967, dropped out after six months of college to get married, became a single mom after having two kids. She didn't realize how important education was until she held a series of dead-end jobs with no benefits. She became a school aide performing clerical duties at East New York High School in order to secure benefits for her family. After two years, a teacher encouraged her to become a paraprofessional in the Chapter 1 program at the high school. The principal told her she'd be fired unless she obtained some education credits, so after 23 years away from college, she went to Nassau Community College, paying her own way. Friends invited her to attend a class in special education at MEC, where Dr. Deborah Shanley happened to be the professor and Marlene Scovronick came to speak about getting Career Training Program vouchers and attending classes off-site five minutes from her home at convenient hours. Helean was on her way.
>
> *Elba Daniels* always wanted to be a teacher. She taught Sunday School, day care, married, and had a family right away. Though she attended commercial school for an accounting degree, she ended up as a receptionist and was dissatisfied. She began taking classes at MEC, where someone suggested she become a paraprofessional. She applied by calling and nagging the board of education every week until after one year she got a job. A friend gave her a CTP voucher form to use at MEC. It was difficult finding time to study (she often fell asleep over her books), and she had

no encouragement or support from anyone. She has since moved from aide, to educational assistant I, to educational assistant II, with salary upgrades after earning the required number of credits. Elba would like to be a special education bilingual teacher eventually, and she's confident she'll make it.

Peter Pompey had taught primary school on his native island of St. Vincent. In the U.S. he worked in electronics until he was "dislocated." An assistant school principal was his contact for paraprofessional employment and CTP vouchers. Despite Peter's reservations about returning to college, the assistant principal encouraged him and helped him get started. As a paraprofessional working with students with severe disabilities (ages 13-17) in Queens, NY, Peter sees an opportunity to make a difference in the lives of children with special needs. He plans to become a special education teacher.

Margaret Wallace is a paraprofessional with a private agency, Helen Keller Services for the Blind. As a Kennedy Fellow, she receives mentoring support "at every step." Working in the disabilities field equips her to be a better teacher. She especially values the openness between teachers and assistants and appreciates teachers who explain why things are done a certain way.

Timothy Fowler, a special education assistant teacher who lives and works in multiethnic East New York, is a wise young man for his 23 years. He sees kids on welfare, parents on drugs, kids raising themselves, and says, "Put yourself in their shoes. They're not bad kids, they're kids in bad situations. And, they're not used to people treating one another with respect." Sometimes Timothy's students call him "Miss"—they're simply not used to saying "Mister," he observes sadly. Timothy works hard to keep himself "up" for his students.

What are Helean, Elba, Peter, Margaret, and Timothy learning from the teachers they work with?

Helean "can't honestly say she's getting anything" from the four different teachers she works with. She considers herself "a professional educator, always there for students, counseling them, getting involved in activities, taking care not to make waves with the teachers." Elba and Peter see student behavior problems hindering learning and some teachers who have less control over the class than they themselves do. They agree that discipline is very important and should be a major part of the teacher education curriculum. Margaret and Timothy feel they have good teachers to learn from and are comfortable learning from teachers who make mistakes.

Do these paraprofessionals learn from one another? On the whole they do not even know one another, but would welcome opportunities to share experiences and tips with others in the same boat. Meeting a former paraprofessional/MEC student who has "made it"—e.g., Sandra Smiling, with her master's degree in guidance counseling and adjunct faculty status at MEC—is enough to reassure paraprofessionals that they, too, can make it. Elba admits to "sometimes feeling lost" on her own. She'd love to have the kind of mentoring Margaret gets as a Kennedy Fellow, someone to turn to for help in choosing classes, for moral support and reinforcement.

What is their idea of a "good teacher"? There was near unanimity on this question. A good teacher listens, takes an interest, cares about students. "Show respect for students; they'll respect you." He or she treats children as individuals and is able to accommodate any student's needs. Every student, even those with severe limitations, has *some* strength; a good teacher builds on that, finds ways to reach the student. The paraprofessionals also share a pragmatic attitude toward working with numerous children who often know dysfunctional home environments and unsafe streets: if you focus on all their baggage, their problems, you won't focus on the solution. One cannot help noticing the parallels between the paraprofessionals' definition of a good teacher and the personal attention and assistance MEC gives them semester after semester.

What do they recommend to improve MEC's teacher education programs?

1. Paraprofessionals should be reimbursed or given vouchers for textbooks. (Helean Glogower works at a second job just to make ends meet.)
2. Paraprofessionals should get credit for experience in the classroom. (Everyone subscribes to this idea.)
3. Continue to develop a computerized bulletin board so paraprofessionals can communicate easily with other paraprofessionals and with MEC faculty.
4. Expand the college resource room to provide a common meeting place and service center *just for paraprofessionals.*
5. Provide an array of curriculum resources for the special education classroom (new ideas and lesson plans that keep students engaged), professional journals, and so on.[7]
6. Change the curriculum to reflect a more holistic approach to teaching children who come from really tough home environments.

Medgar Evers College Gets It Done

Conversations with students, faculty, and administrators at MEC reveal the real strength of this institution's teacher preparation programs—solid leadership and hardworking faculty and staff who go all out for paraprofessionals. The commitment to paraprofessionals is so great that MEC's president, provost, and dean have had to deal with internal grumbling about resource reallocations from other parts of the college. At the same time that education program enrollments are growing apace, new ways of supporting paraprofessionals along pathways into teaching (in collaboration with the union) are being devised, such as telecourses, off-campus courses, intersession courses, and more. Program evaluation informs decision making and, just as importantly, lets students know that MEC is listening to them.

MEC's approach is by no means perfect—only Kennedy Fellows attending MEC enjoy mentoring, and there's no formal mechanism for students to get to know and help one another. Nevertheless, the rare combination of a college that loves and supports them, a Career Training Program sponsored by the NYC Board of Education (in collaboration with the UFT) that pays for their undergraduate education, plus support from the NYS Consortium for the Study of Disabilities, is enabling hundreds of special education paraprofessionals at MEC to develop into professionals well prepared to teach in New York City's most challenging classrooms.

Notes

[1] CUNY has developed the largest programs in the nation to assist disadvantaged high school students, as well as nontraditional students, to both enter and successfully complete college.

[2] CTP data provided by Florence Fidell of the United Federation of Teachers.

[3] Across the nation, policymakers are moving toward "inclusion" and unification of general and special education systems. The new paradigm of systems unification, coupled with the projected loss of federal funding for personnel development for special education programs, increases the value of experienced special education paras becoming teachers, as they can be expected to adapt more readily than other teachers to the demands of inclusive classrooms.

[4] Other funders include the U.S. Department of Special Education and Rehabilitative Services, the Joseph P. Kennedy, Jr. Foundation, the Aaron Diamond Foundation, the NYS Developmental Disabilities Planning Council, the NYS OMRDD, and the NYS Office of Mental Health.

[5] The Individuals with Disabilities Education Act (IDEA) and other federal mandates require direct service providers/paraprofessionals to serve students with special needs and bilingual students. As a result, the ratio of students to paraprofessionals may be as low as 1:1 within needy populations.

[6] These supports are made possible by a federal Office of Special Education Programs grant to MEC, "Culturally Diverse Teacher Preparation in Special Education."

[7] A federal grant, "Culturally Diverse Teacher Preparation in Special Education," has helped MEC to set up a Professional Development Center, containing an activity area and library of professional materials.

APPENDIX A-5

North Carolina Model Teacher Education Consortium

MISSION STATEMENT:
The North Carolina Model Teacher Education Consortium is a collaborative effort which provides affordable, accessible, high-quality education/training to aspiring and practicing educators in participating school districts in northeastern North Carolina. This effort will increase the quantity of highly qualified educators in the region. The Consortium is committed to increasing the number of minority educators within the service area.

FACT BOX

North Carolina Model Teacher Education Consortium
A collaborative project, begun in 1989, designed to help school districts in the rural northeastern part of the state address their teacher shortage by growing a pool of teachers from the area who would remain there

Funding Source(s): School districts, North Carolina General Assembly, some foundations and corporations

Total Annual Operating Budget (1993-94): $325,000

Participating District(s): Bertie County, Gates County, Granville County, Halifax County, Hertford County, Northampton County, Vance County, Warren County, Roanoke Rapids City, Weldon City

College Partner(s): North Carolina Wesleyan, East Carolina University, Elizabeth City State University, North Carolina Central University, Halifax Community College, Vance-Granville Community College, and Roanoke-Chowan Community College

Number of Participants: Approximately 65

Profile of Participants: 89% female, 11% male; 65% from underrepresented groups; most are between the ages of 30 and 60, with 6-15 years of classroom experience

Criteria for Admission to the Program:

- NTE/PRAXIS exams
- Minimum 2.5 GPA
- Colleges add their own requirements

Program Characteristics:

- Participants may maintain benefits while student teaching; program provides some compensation for loss of income
- Support services tailored to meet participants' needs
- Program provides opportunities for field trips, conference attendance, guest lectures, and social occasions

About the Consortium

North Carolina's rural northeast coastal plain stretches from the state capital, Raleigh, to the Atlantic. Its flat, rich farmland produces tobacco, cotton, soybeans, corn, peanuts, and forest products. Small towns like Ahoskie, population 4,391, and hamlets like Littleton with 903 inhabitants are linked to larger towns like Rocky Mount, home of North Carolina Wesleyan College, and Greenville, dominated by sports powerhouse East Carolina University. A scattering of North Carolina's 50 community colleges serve the region.

BEST COPY AVAILABLE

Gas stations and fast food restaurants line the main intersections of these towns, suggesting that people pass through in a hurry. Squat, plain house trailers and tobacco sheds pock the landscape and bungalows with sagging porches hug the highway—testament to the region's pervasive poverty. A brand-new, luxurious equestrian center with acres of white-painted fence rails comes as somewhat of a surprise on the outskirts of Greenville.

Until 1989-90, if you were a teacher assistant in this part of the state and you were trying to earn your bachelor's degree in order to become a teacher, you might start by taking some courses at a community college perhaps 30 or 45 minutes away from your home. When you were ready to transfer to a four-year college or university—if you could afford the tuition on your $13,000 per year salary—you'd look for the college closest to home, and, even so, you'd very likely have to drive or carpool one to two hours just to get to the campus in time for a late afternoon or evening class (if what you needed was offered then). You would put in a full day of work at school, go to the campus for your class, worry the whole time about your kids, and make the long drive home along dark, deserted roads.

If you were a superintendent or personnel director trying to recruit and hire teachers for your rural schools, you too would be scrambling to overcome many obstacles without the necessary resources: lack of an adequate (or sufficiently diverse) pool of prospective teachers, little money for recruitment, few inducements for attracting high-caliber teacher candidates from across the state, and more.

▲ *Gail Coleman, NCMTEC graduate*

Enter the North Carolina Model Teacher Education Consortium (NCMTEC). Legislative action and $10,000 for planning a collaborative region-specific project in 1989 helped school districts in the rural northeastern part of the state to begin to address their critical shortage of qualified and licensed teachers by growing a pool of teachers from the area who would remain there.[1] Seven district superintendents in Region 3, and soon three more, formed a partnership with the North Carolina Department of Public Instruction (DPI) and public and private colleges and universities willing to hold classes for part-time students off campus at convenient sites, such as local schools, central offices, and community colleges.[2]

Each district agreed to put up $1 per child enrolled to partially defray the cost of participants' tuition and fully cover the cost of books. (Participants pay no more than $40 for undergraduate courses; graduate tuition is reduced by 50%.) Annual contributions from the General Assembly ($185,000 in 1994-95) made it possible to hire an executive director and an assistant, sponsor transcript evaluation days, pay tuition and a stipend during student teaching, reimburse degree-seeking students for courses they need to take on college campuses, provide a 1-800 number for the Consortium office in Raleigh, two NTE preparation seminars annually, and more. Foundation and some corporate contributions provide general support and make cultural enrichment activities possible.[3]

All cooperating agencies are represented on the NCMTEC Planning Committee, a body 59-strong, comprising teachers, teacher assistants, superintendents, principals, district personnel directors, teacher education faculty, a DPI official, and the executive director. This committee meets once a year in the spring to review the past year's work and make recommendations to the 15-member Executive Committee, which is responsible for all aspects of program development, implementation, and evaluation.

"We're building our plane as we fly it, so to speak," explains Jean P. Murphy, the Consortium's executive director since 1989. "The NCMTEC is truly customer (i.e., school district) driven. We answer the districts' need for well-qualified teachers by making higher education accessible and affordable to teacher assistants and other educational support personnel, substitute teachers and lateral-entry teachers who have the baccalaureate degree but are only provisionally licensed, and in-service teachers and administrators going for their master's degree and/or licensure in additional areas."

Some 1,000 prospective teachers from these groups have completed undergraduate or graduate-level courses under NCMTEC auspices since 1990. By June 1995, 23 individuals had graduated from undergraduate programs, earned teaching credentials, and been placed in teaching jobs in NCMTEC districts. While no official drop-out rate has been calculated, 4% of Consortium students "stop out" or "stall" for various reasons without formally withdrawing from the program; most resume their studies at a later time.

Of 260 teacher assistants who took Consortium courses between 1990 and 1995, 11% were males. Of 65 TAs who completed a Consortium course in fall '94, nearly all are women in their 30s, 40s, or 50s, nearly all planning to teach elementary school. The TAs averaged six to 15 years of classroom experience (for which they get no credit on the salary scale once they become teachers). Sixty-eight percent of these participants were from groups underrepresented in the profession.

Consortium colleges and universities set their own eligibility requirements for matriculation and entry into a teacher education or licensure program.[4] For example, North Carolina Wesleyan College requires a 3.0 GPA to begin student teaching. These IHEs may also make accommodations for experienced teacher assistants, such as waiving an introductory course or two or reducing the required time for student teaching. At the discretion of each district, participants can maintain benefits while student teaching. The Consortium pays a stipend of $500 per month for three months during student teaching to compensate for the loss of salary.

The curriculum at each teacher-preparing institution is basically the same for all students. Support services, however, are tailored to meet participants' needs: academic advising, NTE test preparation workshops, counseling and building self-esteem (especially important during the shift from teacher assistant to professional status). "Furthermore," Jean Murphy adds, "many of our rural teacher assistants are quite underexposed culturally, as well as economically and educationally disadvantaged. These folks need field trips, opportunities to attend conferences and guest lectures, and social events, in addition to college courses," says Ms. Murphy. A "cultural immersion trip," paid for with a new grant from the Z. Smith Reynolds Foundation, is being planned.

About the Participants

RNT went to northeastern North Carolina to meet with Consortium graduates, current students, and local project staff. Several interviews took place in Halifax County, one of the poorest counties in North Carolina, with a student population that is 98%-99% African-American.

The mission statement posted in one Halifax school proclaims:

> *The Halifax County Schools are committed to providing appropriate educational programs that will allow all students to achieve at a high level of success. We hold the expectation that every student is a unique individual who can and will learn when provided with adequate time, effective teaching, and a positive learning environment.*

"WORK TO SUCCEED" exhorts a large banner hanging on the front of Halifax's Everetts Elementary School on Route 1 in Roanoke Rapids. Everetts School is a small, one-story structure with red brick and white trim, flanked by the Missionary Baptist Church, a row of yellow school buses, empty fields, and the occasional trailer home or bungalow. Wooden climbing equipment with red and yellow slides brightens an otherwise bare dirt schoolyard. Inside all is clean and neat, the cinder block walls adorned with colorful bulletin boards announcing: "Teacher Assistants' Day, February 17, 1995" and "Education is Our Business—Our Only

Business" and "Everetts Tigers—We're Roaring for Perfect Attendance." Built for 250 youngsters, Everetts enrolls 400.

A-5

> Everetts kindergarten teacher *Sithah Campbell*, a 42-year-old Malaysian native, came to the U.S. with a ninth grade education and a talent for fashion and design, completed the GED at a community college, and enrolled in a business program at NC Wesleyan College. She found a job as writing/reading lab assistant at the Scotland Neck Primary School when her husband became visually impaired and she needed to work. "Imagine getting paid for working with children and being creative!" she enthuses. In 1990 the principal told Sithah about the NCMTEC and also encouraged her to apply for a Wesleyan scholarship made possible by the Ford/Southern Education Foundation Minority Teacher Recruitment Consortium (*see below*).
>
> Sithah became good friends with *Bonnie Johnson* through the Consortium. When Bonnie's daughter entered kindergarten some 18 years ago, Bonnie decided to volunteer in the reading program. This led to getting a teacher assistant certificate at the local community college and 17 years in second and third grades "making teachers who earned four times my salary look good." By 1989 she was ready to go back to school when the superintendent told her about the newly established Consortium.
>
> Bonnie credits NCMTEC's Jean Murphy ("the Consortium's backbone"), her college advisor, and her husband for what she has achieved. "Jean Murphy treated us as *professionals*. TAs get dumped on, they get all the dirty work. It meant a lot to know she believed in us." Wesleyan professor Barbara Perry-Sheldon helped with "difficult" professors. Bonnie's husband helped her to set up her classroom when she finished student teaching on a Friday and had to start teaching on Monday. He cleaned the house and cared for their daughter without complaint, telling Bonnie: "This is for both of us, not just for you."
>
> Now in her late forties, she's teaching fourth grade at the new Aurelian Springs Elementary School in Littleton. "I really get energized in the classroom. I was born to teach, and I kick myself for waiting so long to do it!" Bonnie admits to feeling "swellheaded" about attending staff meetings in her new capacity, something she could not do as a teacher assistant.

During 17 years in the classroom, Bonnie learned from some terrific teachers, but also saw things she'd never want to emulate and vowed to do it better when she had her own classroom. The principal, a veteran educator with over 30 years' experience, coached her in classroom discipline and structure; today Bonnie has just two rules: "First, we work. Then, we play." She prefers hands-on learning activities to worksheets and employs a team approach: "If one child has a problem, then we all have a problem. We're like a family. And that means parent involvement. I'm really pushing for volunteers since our classes are so overcrowded."

Sithah and Bonnie make it clear that they're *Consortium* graduates first and NC Wesleyan graduates second. They had nothing in common with the younger Wesleyan students, and "really clicked" with Consortium students like themselves—all adult, married students, working full time and attending school at night. Although both women say they're better teachers for having gone through the teacher preparation program—for example, their courses gave them an understanding of *why* things are done and how schools can be improved—they agree that colleges need to do more for nontraditional students. As Bonnie puts it: "I didn't feel I belonged and always felt a day late and a dollar short." Under the circumstances, it's not surprising that about ten Consortium students provided peer support to one another and have stayed close ever since in an informal alumni group. They talk of creating a scholarship for a deserving teacher assistant who wants to teach.

Sithah and Bonnie are far from alone. Other alumnae of the program include *Otelia Royster*, a special educator in her third year of middle school teaching, or *Joyce Clements*, who, within days of completing student teaching, confidently took over a kindergarten-first grade combination class from a teacher who left abruptly midyear. Pre-Consortium, Joyce had commuted 130 miles per round trip to take courses and paid $400 per course. Now, at age 46, she's "proud as punch" for having gotten her degree and teaching license along with her Consortium mates: "We started together, struggled together, endured together, triumphed together!"

Joyce and Otelia and others in the very first group of participants were the Consortium's guinea pigs. They saw wrinkles being ironed out, such as letting students know in advance which courses are being offered. Otelia has already become a teacher leader, and Joyce intends to be equally active "as soon as I get my feet wet and figure out how to keep Jeremiah in his seat!" Their experience mirrors that of many of the teacher assistants who have taken courses through the Consortium, such as *Linda Erwin*, an elementary teacher assistant for 17 years, who prior to the Consortium was faced with a forbidding one-and-a-half-hour drive on backcountry roads to attend the nearest public four-year college. Now Consortium pioneers' footsteps are being followed by a new crop of "homegrown" teachers.

> Current Consortium students *Randy Byrum*, *Zachelle Savage*, *Catherine Lane*, and *Nelda Lassiter* are all in their mid-30s or mid-40s and have over 60 years of elementary paraprofessional

experience among them. Nelda works in the Ahoskie Graded School (pre-K to three); the others all work at Sunbury Elementary School in Gates County in the eastern corner of the state.

Randy worked for 20 years in the restaurant business before he switched to education. His wife and other family members all teach, and he wanted summers off, too. His break came five years ago when the county elementary school needed a male teacher assistant for severely handicapped kids. He's now a senior at Elizabeth City State University, hoping to teach third grade when he graduates. The principal at Sunbury Elementary is supportive, letting Randy leave work early to make the 65-100-mile trip to the university. In Randy's opinion, "Everyone should be a TA for at least three years before becoming a teacher. Traditional students are not as well prepared for teaching as TAs."

Zachelle remembers confidently taking over the class for her teacher when she was a fifth grader. With three educators in the family, it seemed inevitable that she would become a teacher someday, even though many of the TAs she knows see no need for career advancement: "They're happy to keep doing what they're doing." Zachelle's a single parent with young children; her aunt and mother-in-law help out so she can take classes at the community college. The children understand that she's getting her degree in order to earn enough to send them to college. Fanny Wiggins, a Consortium student now at Elizabeth City State University, is also very helpful to Zachelle because she knows the ropes. And Jean Murphy is "just great" because she understands the students and encourages them to call on one another when the stress level rises. Zachelle believes that children "come to school ready to learn if they've been loved, nurtured, and supported. We have to let the parents know we need their support and we're there for them, too." Zachelle has "great rapport" with her cooperating teacher, who encourages her to find out what each child likes and figure out a way to emphasize that.

Catherine married and moved to Gates County, where she answered a call for teacher assistants 18 years ago to tutor in federally funded individualized math and reading programs. In 1991 a teacher, Mrs. Tabitha Earle, talked her into signing on with the Consortium. "It was so hard to get my family organized so I could work and then go to class," Catherine recalls. "But Mr. Lawrence, the principal, supported anyone who was going back to school and the teacher would let me leave early." Catherine is determined to reach the parents who never come out, to get them to volunteer, but she knows how fearsome a place school is to parents who once failed there.

Nelda started as a migrant tutor at the high school level in 1972; by 1982 she was a TA working with regular and exceptional first and second graders. Her parents and husband helped out with the three kids when Nelda went back in 1991 to earn a university degree in order, as she put it, "to get paid for the job I'm already doing." Like the other students with whom RNT spoke, Nelda described the school personnel with whom she works as "wonderfully supportive. The new young teachers actually depend on my experience; they ask my opinion on discipline, academics, motivation, and so on. We have good rapport and we cooperate." For Nelda, there are "no surprises ahead. I live it every day. I want to teach all my life. The Consortium is the answer for anyone who wants to further her education and improve on the job."

The Recruitment Challenge

In April 1994 the North Carolina Association of Educators published a report on minority educators subtitled "An 'Endangered Species': The Trend Continues in North Carolina's Public Schools." NCAE's report concluded soberly that: 1) the state's need for minority teachers outstrips the supply, and 2) if current trends continue in North Carolina, the average minority child could conceivably have no minority teachers during the K-12 years. In this report, minority recruitment is described as "cutthroat" competition . . . small rural school systems are said to have an even more difficult time in the "recruitment war" (Foreman, 1994, p. 31).[5]

Just ask Ernest Thompson, assistant superintendent of the Granville County Schools and new chair of the NCMTEC Executive Committee, how hard he has to work to recruit teachers. He tries to sell them on the advantages of living and working in a small rural county like Granville (student population: 6,900), e.g., the country setting, the absence of big-city discipline problems, and the "personal touch" (accessibility) of school administrators. But Granville, like the rest of this economically depressed area, lacks the resources to compete with neighboring Wake and Durham Counties, both of which pay teachers a 10% supplement as an incentive for raising student achievement levels, offer housing assistance to new teachers, and generally have better facilities and more funds for instructional materials.

Thompson is especially pleased to have Bobby Williams on the Executive Committee. Williams is one of two former Granville classified employees who became teachers (and, in Williams' case, a summer staff developer, also), thanks to the Consortium. "The Consortium is a real bright spot for Granville County. It offers a great opportunity to our talented TAs, and it produces some fine teachers for our schools," Thompson enthuses. "There are many Bobby Williams right here who can help us deal with the teacher shortage—TAs who legitimately care about the welfare of students, are capable of creating an environment where students are motivated to learn, and know, based on their experience, what to expect in the classroom."

College/University Partners

East Carolina State University

East Carolina State University was an early member of the Consortium; ECU education dean Charles Coble wrote the original proposal that won the General Assembly's backing for the venture. In some ways, the Consortium's purpose and methods harken back across the decades to 1909 when East Carolina Teachers' Training School opened in Greenville to offer a two-year "normal" curriculum, and no tuition was charged provided the student promised to teach for two years in the rural schools after graduating. Now a state university with approximately 17,500 students (525 teacher education graduates per year), ECU can boast of being the largest teacher-preparing institution in North Carolina, the fourteenth largest teacher-preparing institution in the nation, among predominantly white institutions the third largest preparer of minority teachers in the U.S., and the eleventh largest institution nationwide (including historically black colleges and universities) preparing black teachers.

Well over 300 ECU students per year are provisionally licensed or "lateral-entry-licensed" teachers, college graduates who are enrolled in various alternative preparation programs. Forty of them are Teach for America students piloting an outcomes-based, portfolio preparation approach to certification. Another large group consists of "mid-career changers" leaving the military or other fields for new careers in teaching. The Consortium assists both these lateral-entry teachers and the teacher assistants who enroll at ECU.

Director of teacher education Parmalee Hawk explains why her institution participates in the Consortium. "ECU carries a tremendous responsibility for service to the eastern part of North Carolina in every facet—education-wise, medically, nutritionally, and in the business sector. It's a very poor, rural area where most people work, but they're so desperately underemployed that they are not able to raise themselves from poverty. The legislature requires us to deliver the equivalent of $90,000 worth of community service to the surrounding counties; the Consortium allows us to meet that obligation in an organized, meaningful way."

ECU professor Greg Hastings, who serves on the Consortium's Executive Committee, picks up the story: "All of us were perplexed as to how to create an environment that would support the recruitment of more minority teachers in this enormously wide geographic area where time and distance are serious barriers. Until the children in rural public schools have more proficient teachers, they'll continue to have deficits—it's a vicious cycle, but one the Consortium is helping to break by delivering high-quality academic and financial support when and where they're needed."

Although the Consortium gives participating teacher assistants solid direction in terms of teacher preparation once they are accepted into a program, Dr. Hawk wonders when intervention should optimally begin. Despite "incredible motivation to improve," many individuals struggle with basic skill deficiencies. "The community colleges should do the nuts and bolts early and counsel them into appropriate courses, so they're not set up to fail when they get here. Many of these folks take a teacher assistant certificate program at the community college, then find out there's no articulation agreement and the course work doesn't count at the university level."

The success of the Consortium's delivery model for nontraditional students has persuaded ECU to consider moving to more Friday night and Saturday classes for undergraduate and master's level students. ("It's coming slowly—it's not easy to find faculty willing to give up weekends to teach—but it's going to happen," says Dr. Hawk.) Credit for previous experience is handled on a case-by-case basis—a media lab assistant may waive the technology course, for instance. Otherwise, TAs and the vast majority of teacher education students at ECU still go through traditional programs.[6]

North Carolina Wesleyan College

In addition to participation in the NCMTEC, North Carolina Wesleyan College, a small, private, liberal arts, denominational college located in Rocky Mount an hour and a half east of Raleigh, is a member of another consortial minority teacher recruitment project with Winston-Salem State University and Elizabeth City State University, both of which are historically black institutions within the University of North Carolina System. This paraeducator-to-teacher project, funded in 1991 by the Ford Foundation (*see Foundation Sponsorship, Part IV*) and administered by the Southern Education Foundation in Atlanta, is addressing local teacher shortages, expanding the pool of potential teachers of color, and increasing access to higher education. Some paraprofessionals receive assistance from *both* NCMTEC and the Ford/SEF project.

Twenty-eight paraprofessionals who are between 26 and 50 years of age and who average six to 15 years of classroom experience have participated in the Ford/SEF program at North Carolina Wesleyan; nearly all are African-American women; about one third are currently teaching. Some of the participants already have the baccalaureate degree and are working toward licensure. They are enrolled in the regular teacher education program in the evening as part-time students. The college reduces their tuition by half and charges the tuition against Ford funding (which totaled $20,000 in 1994-95). Wesleyan also charges the NCMTEC less tuition than for its traditional program to help make Consortium dollars go further.

Participants must have a 3.0 GPA to be accepted for student teaching. They may maintain paraprofessional salary and benefits during practice teaching and may receive credit for life experience and prior learning (typically one field course is waived and student teaching is shortened). Other accommodations have included: a modified course schedule using an accelerated model with modules; tutoring for the National Teachers Exam; and special support meetings, field trips, and socials, all of which have been cut back now that the funding is about gone. In the estimation of project director Dr. Barbara Perry-Sheldon, paraprofessionals perform "about as well" as other teacher education students, but the NTE, a state requirement, has been a tough barrier to some paraprofessionals enrolled in both consortia.

Elizabeth City State University

Located in the rural northeastern corner of the state some four and a half hours from Raleigh, 50 minutes from the Outer Banks, and 50 miles south of Norfolk, Virginia, Elizabeth City State University was founded in 1891 as the State Colored Normal School and served for years primarily as a teachers college. Now a comprehensive university with a multiracial enrollment just shy of 2,000, ECSU describes itself as "a rising star" and takes special pride in giving personal attention to students.

Many NCMTEC participants attend classes in the University's Weekend College. Seven individuals—all African-American TAs who are between 31 and 45 years of age and who average six to 15 years of classroom experience—are currently studying part time (weekends and evenings) toward the bachelor's degree at ECSU, under the auspices of the Ford/SEF program. (The program has been largely unsuccessful in achieving its goal of recruiting potential male teachers.) In the five years since the inception of the program, eight participants have graduated and been hired to teach. Students receive up to $250 per semester for tuition, an $800 stipend while student teaching, and child care tuition assistance, if needed. The program waives required early field experiences and field experiences in methods courses for paraprofessionals and reduces their student teaching (or, supervised internship) from 12 weeks to five.

Support services include academic advising and tutoring, personal counseling, and test preparation. Students must pass a speech test to demonstrate command of good English. Project director Dr. Barbara L. Johnson describes the paraprofessionals in her program as "serious, mature, and experienced."

They outperform other teacher education students. ESCU offers a "teacher warranty" on graduates; Dr. Johnson has never had one return.

NCMTEC's Strengths and Weaknesses

Project staff and faculty from participating colleges/universities and students and graduates generally agree about NCMTEC's strengths. "Accessibility and affordability" has become a mantra, i.e., offering financial assistance and an opportunity not otherwise available to rural teacher assistants, using a course delivery system that makes higher education more accessible to them. For NC Wesleyan professor Hugh Corbin, assisting paraprofessionals to become teachers improves schooling because of the cultural sensitivity they bring to their work: "TAs have a more realistic and closer understanding of where their students are coming from."

Another strength is cost-effectiveness. Executive director Jean Murphy does a cost analysis for the superintendents twice a year to show them the level of participation, the size of their investment, and what the return has been. When they see a 300% return on their investment, they feel good about the $1 per child they spend and can't wait to go to their school boards with the good news.

NCMTEC is not without its problems, however. Many of the TAs, who themselves went through the region's school systems, are poorly prepared for college-level work; some require remediation in English. Hugh Corbin sees better teacher preparation bolstered by the standards movement as helping to break the cycle of educational failure and poverty. Dr. Barbara Perry-Sheldon, chair of NC Wesleyan's Education Department, sees a downside to so many off-campus classes and students taking courses from faculty from more than one college—loss of control over the curriculum. Her colleague, Janice Fleming, is concerned about potential gaps and inconsistencies in the field experience. Dr. Barbara L. Johnson, who directs teacher education at Elizabeth City State University, demurs: "Taking courses from several institutions isn't a weakness because all the participating institutions are NCATE- and DPI-accredited." What takes most of Johnson's energy is recruiting faculty to teach Consortium classes for which they'll have to drive anywhere from 45 minutes to an hour and a half one way. Like Johnson, Perry-Sheldon finds the logistics of assuring course delivery over such a large area to be a headache.

One of the headaches for Jean Murphy is getting the word out to prospective participants in every school. Murphy asks principals ("principals are crucial") to identify a strong contact person in their schools who will disseminate NCMTEC program announcements. Nonetheless, the executive director "can't be everywhere," and often needs to be in two different sites registering classes and in Raleigh writing proposals or lobbying for legislative support. Thus, she hired two teachers as east and west "field reps" to share the travel to schools and staff meetings, heighten program visibility, and permit better marketing/outreach. If she had unlimited resources, Murphy would "blitz" the media with Consortium news.

The sheer size of the collaborative is sometimes frustrating. "You feel very fragmented, like you don't belong to anybody but answer to so many and meet so many different needs. Every partner comes to our planning meetings with his/her own agenda."

Another constant challenge is securing program funding. Murphy got two years of continuation funding from the state in 1993. Now, although the legislature is tightening purse strings, Murphy is optimistic. "They want to serve their constituents, and if enough voices are heard about there being a need, I think they're going to reach in their pockets and go for it. Our numbers are growing all the time, and it's becoming more expensive as people progress as far as the student teaching stage and require the $500/month stipend."

Turf issues can also be problematic, e.g., getting the colleges/universities to accept transfer credits from other institutions for courses they themselves offer for residence credit, or aligning community college credits earned on the quarter system with university credits earned in a three-hour semester course.

NCMTEC's Future Plans

If the budget increase materializes, the Consortium will continue expanding the number of teacher assistants within the current group of school systems. Less likely is expansion to new counties—unless legislators begin to clamor for it. The current roster of superintendents aren't keen on expansion to new counties if it means diluting the level of services. Also, to date, expansion has proved very time-consuming—locating additional sites that are accessible for course and program delivery; nurturing new school/college collaborations; and in general, starting up the planning process almost from the beginning—all with a program staff of one.

Jean Murphy would like to set up a mentor program in which Consortium graduates mentor/peer coach new participants. As with any good idea, this one has several obstacles, such as time constraints (e.g., providing release time, planning time, and time to observe model classrooms) and limited resources, especially in the poorer districts.

Murphy also sees the need for a thorough evaluation of program outcomes, as the NCMTEC enters its sixth full year of operation. Although East Carolina University's director of teacher education Parmalee Hawk prepared an initial evaluation report on Consortium activities through September 1991, the program has yet to undergo an outside evaluation.

Notes

[1] Two big problems for Consortium districts are: a) "people who get experience with us—and leave;" and b) "people who don't ever grow professionally—and never leave." According to the NC Department of Public Instruction, in 1993-94, nearly 20% of beginning teachers across the state did not return to the classroom; half of the first-year teachers left within four years.

[2] The NCMTEC's ten district partners are: Bertie County, Gates County, Granville County, Halifax County, Hertford County, Northampton County, Vance County, Warren County, Roanoke Rapids City, and Weldon City. The private college partner is North Carolina Wesleyan in Rocky Mount. The public college partners are: East Carolina University in Greenville, Elizabeth City State University on the coast, North Carolina Central University in Durham, and three community colleges—Halifax, Vance-Granville, and Roanoke-Chowan.

[3] For example, a $25,000 grant from the Z. Smith Reynolds Foundation.

[4] North Carolina requires the NTE/PRAXIS exams and a minimum 2.5 GPA for admission to teacher education; colleges may add other requirements.

[5] According to the NCAE report, North Carolina minority student enrollments represented 34.3% in 1994 and could go as high as 42.5% by 1998. Thirty school districts had a majority of students of color. Thirteen school districts had 60% or greater minority student populations; in six of these districts the teaching pool was at least 50% minority—Bertie, Halifax, Hertford, Robeson, Northampton, and Warren, all but one counties in the rural northeastern part of the state.

The minority teacher population statewide was 16.7% in 1993-94, down from 21.6% in 1974-75. The number of black teachers (15.2% in 1993) suffered a 6.4% decline between 1984 and 1993, while the number of other minority teachers increased slightly and the percent of white teachers grew from 78% to 83.3%. To achieve parity (i.e., to close a gap between the ratio of minority teachers to minority students that has grown by over two and a half times), the state would have had to hire 12,074 new minority teachers in 1993-94. Yet, in 1991-92 (the most recent data available) there were only 1,658 (15%) minority students enrolled in state-approved teacher preparation programs. Of this number, 120 were minority teacher assistants who received state Teacher Assistant Scholarship Program awards (*see State Sponsorship, Part IV*); more than three quarters of these TASP recipients are either in school or teaching in state.

[6] A complete transformation of teacher education at ECU is on the horizon, driven by the results of a small but highly effective pilot program that selects a small number of non-Consortium students each year for a clinically based program run in partnership with the Pitt County Schools to restructure teacher preparation at the elementary level. "The Model Clinical Teaching Program is our R & D unit, linking school renewal with the reform of teacher preparation," says director Dr. Betty Beacham. Launched with state funding in 1990, the program builds on four cornerstones—partnership, internship, mentorship, and leadership. The MCTP has been unusually successful: five years after graduation, beginning teacher retention is 97%. Recognition from the profession includes AASCU's Christa McAuliffe Showcase for Excellence Award and ATE's Distinguished Program in Teacher Education Award in 1994, and approval as an "exemplary teacher education program" by the NEA's National Center for Innovation. The MCTP's success influenced the School of Education's decision to implement a complete restructuring of teacher education (pre-K to secondary programs by 1996, which will enable all ECU education majors to benefit from an internship experience, integrated curricula, and teamwork.

BEST COPY AVAILABLE

APPENDIX A-6

Programs to Prepare Bilingual Teacher Aides as Special Educators

at Northeastern Illinois University

FACT BOX

Programs to Prepare Bilingual Teacher Aides as Special Educators at Northeastern Illinois University

To help meet the high demand for teachers in disadvantaged Chicago schools, Northeastern Illinois University operates two federally funded programs to train bilingual teacher aides as special educators, the first founded in 1992 and the second in 1993.

Funding Source(s): The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS)

Total Annual Operating Budget (1993-94): Approximately $189,000 (figure includes budgets for both programs)

Participating District(s): Chicago Public Schools

College Partner(s): None

Number of Participants: Approximately 40

Profile of Participants: 85% female, 15% male; most are Hispanic—others speak Hindi, Gujarati, Polish, and West Indian dialects (data for both programs)

Criteria for Admission to Programs:

- Experience as a bilingual aide
- Completion of a minimum of 60 credits of course work for the first program; less than 60 for the second

Program Characteristics:

- Students attain a bachelor's degree in special education with a minor in linguistics.
- Students achieve state certification in special education.
- All participants receive tuition assistance, either partial or full.
- All participants receive credit for experience and prior learning.

In a Full Inclusion School

Block after block along a commercial strip in the northwestern part of Chicago, signs in Spanish and English advertise auto parts, check cashing, foods and liquors, tattoos, pizza, and donuts. Here and there one finds a thrift shop, a Polish-American Club, the Riis Park Health Center. Down side streets are tidy houses once owned by Polish or Italian immigrants, now inhabited mainly by large, poor, and working-class Puerto Rican families, new immigrants in their own country. The Hanson Park Elementary School on West Fullerton Avenue faces an old Catholic church building and abuts extensive athletic fields and a scruffy playground with grass growing through cracked cement. (The field house came in handy when the principal had to assemble parents last September to explain why Hanson Park, like the rest of Chicago's schools, was shut down for lack of funds.)

The outside of this plain, sprawling, one-story tan brick building, whose nondescript front entrance is flanked by a phalanx of dumpsters, gives no hint of the remarkable things going on inside. An array of wheelchairs and other high and low chairs with special mechanical adaptations and supports are parked in corridors and storage nooks every which way. Wheelchairs are as ubiquitous as computers in the well-equipped classrooms.

The explanation: Hanson Park is a "full inclusion" school, meaning that children with special needs are totally integrated into regular education classes. Overcrowded with 960 students (78% minority), Hanson Park has 226 students with physical handicaps and other health impairments and/or learning disabilities, and/or behavior disorders. Special needs students, who are bused in from the neighborhood and elsewhere in the city, comprise nearly 25% of the total population, pre-K through grade eight. The newer part of the school, built in the '70s, is a barrier-free, open space facility with classroom pods and an attractive, skylighted, central lobby and administrative area. Photos of Hanson Park's graduation classes decorate the walls. Over the front desk a wall hanging proclaims that "Kids Are Neat People." The same can be said about Hanson Park's dedicated staff, particularly the bilingual teacher aides who are preparing to be special educators.

Two NEIU Programs

Topping the list of teacher shortage areas in Chicago and nationally are special education and bilingual education. There's also a paucity of qualified teachers willing to teach in disadvantaged urban (and rural) schools. To help meet the high demand in Chicago, Northeastern Illinois University (NEIU) is running two federally funded programs to prepare bilingual teacher aides as special educators.[1]

In both cases, students exit the programs with: a) a bachelor's degree in special education and a minor in linguistics; b) state certification in special education in learning disabilities and behavior disorders (LD/BD); c) state approval in bilingual special education; and d) expertise in serving pupils with mild disabilities from diverse language and cultural backgrounds. The programs were designed not only to address shortages of special education and bilingual teachers, promote career advancement for paraeducators, and expand the pool of potential teachers of color, but also to meet Illinois' new teacher certification requirements in bilingual special education. (When bilingual special education requirements became effective in 1992, Illinois became the first state to have such a comprehensive law.) To project director Rita Brusca-Vega, who served on the statewide committee that developed the legislation, it was only logical to look first to paraeducators as a source of new bilingual special educators:

> *Paraeducators have the commitment to children and to education. They've already demonstrated their interest by accepting positions and staying in them for years. It's hard to attract good people, and paraeducators are well qualified. They do much of the job of teachers and work hard at translating from one language to another, but aren't compensated for it because they lack credentials.*

A-6

Grant One: Preparing Bilingual Teacher Aides as Special Educators

The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) awarded a four-year grant to NEIU in 1992-93 for the project called Preparing Bilingual Teacher Aides as Special Educators. Twenty-seven bilingual teacher aides from Chicago-area schools began the program in late 1992 as college juniors; the 25 remaining students (three males, 22 females) are expected to graduate no later than August 1996. The majority are from Hispanic backgrounds; other language groups, such as Hindi, Gujarati, Polish, and West Indian dialects, are also represented. Participants' work experience in classrooms ranges from two to 12 years. Their ages range from 22 to 50.

Having completed a minimum of 60 credits prior to entering the program, participants move generally as a cohort through a required core of special education and bilingual education courses scheduled evenings, weekends, and during the summer. They each receive $600 toward tuition and $50 for fees per semester, and a $500 stipend to compensate partially for loss of income during student teaching. Brusca-Vega notes that tuition dollars are just part of the package; the program structure and guidance throughout are equally important. In addition to assistance with tuition and fees, the grant ($86,000 in 1993-94) also pays for a writing/study skills tutor who works with students in small groups or on an individual basis. When they're ready to exit the program and search for jobs, the Chicago Public Schools will send a bilingual special education specialist to meet with the graduates. Many principals are eager to retain program graduates as teachers in their schools, so job placement is expected to pose few problems.

Grant Two: Minority Personnel Preparation Project for Bilingual Special Education

Among the applicants for the first project were individuals who were ineligible because they had less than 60 credits. A second OSERS grant competition targeting teacher aides came along at just the right time. Brusca-Vega and an NEIU colleague, Karen Lesmez, designed another project to allow teacher aides to earn education credits while working—the Minority Personnel Preparation Project for Bilingual Special Education. The new project (budgeted at $103,000 in 1993-94) features a mentoring component and uses a nontraditional, field-based approach to teacher preparation that replaces university "seat time" with work-related learning activities.

In order to speed up the process of earning a degree (within two and a half to three years of full-time study on weekends, evenings, and over the summer), the two professors combined two special education courses into one seminar that meets weekly at NEIU (e.g., "Psychology of Exceptional Individuals" and "Educational and Psychological Evaluation in Special Education"). They also reduced lecturing and stressed experiential learning and collaborative work with mentor teachers at each of 40 school sites.

Mentor-mentee pairs meet at least once a week, resulting in mentoring that is far more consistent than college faculty can typically provide. (Faculty in NEIU's special education department are so taken by the idea of combining similar topics and emphasizing field-based work that wider curricular revisions along these lines are under active consideration.) While these modifications help students to progress toward the degree more quickly than is usual, the College of Education is very particular about the quality of student work, perhaps even more critical because the program is special and graduates are expected to be exemplary teachers.

Among the 15 students who entered NEIU's field-based program in 1993-94 are three males and 12 females; two participants are white and the rest are from Hispanic backgrounds. They move through special education courses as a cohort; general education and language-related courses may be taken separately. Each student receives a full tuition waiver ($925) and full fee waiver ($100) per semester. Several of the successful features of the first project were built into the second, e.g., assessing credit for life experience/prior learning; engaging participants in collaborative learning activities, such as team-written comprehensive IEPs (Individual Education Plans) for special needs students; collecting course-work samples in portfolios which are then used for assessment purposes; and arranging social events and attendance at conferences, such as the statewide meeting of the Council for Exceptional Children. The latter two activities, in particular, encourage cohort development and foster professionalism among the students.

Mentor-Mentee Pairs

RNT interviewed two students in the Minority Personnel Preparation Project for Bilingual Special Education, along with their teacher mentors, at the Hanson Park Elementary School. Hanson Park's staff—more than 80 regular and special education teachers, counselors, resource teachers, physical therapists, occupational therapists, and nurses—are assisted by 44 paraprofessionals (at least 50% of whom are people of color) whose responsibilities range from providing support for children with severe physical handicaps to bilingual instruction.

> NEIU student *Miriam Rivera* works as a child welfare attendant at Hanson Park, providing physical support to ten disabled children in a team-taught, inclusive, grades one and two combination class of 35. Miriam's day begins and ends with a ride on the school bus, as she accompanies her charges to and from school. She's been assisting special education teacher Marilyn Graf for four years; the mentor-mentee relationship came very easily to them. They meet for one half hour two to three times per week or whenever Miriam needs help with content or techniques. Though Marilyn and her partner, Ms. Hendricks, have different teaching styles, Marilyn wants her mentee to learn from both.

> Marilyn, a veteran teacher with 25 years' experience in the Chicago Public Schools, sees herself as a "director" who suggests where Miriam should go to find information and arranges free periods when Miriam can do assignments. Since Miriam is a conscientious student, Marilyn finds she doesn't have a lot of directing to do. Hanson Park houses comprehensive programs and services not available in all Chicago schools, so Miriam doesn't have to go far to interview a speech teacher, nurse, case worker, or psychologist.
>
> Marilyn "is glad Miriam is going on to something great for her," and is glad to help. She wishes she had a mentor when she studied to become a special educator—the paperwork was daunting and the terminal cases frightened her. She lends moral support and encourages Miriam not to be afraid.
>
> Miriam first heard about the program for bilingual teacher aides from NEIU student teachers at Hanson Park who, along with teachers and her family, encouraged her to apply. NEIU accepted her 37 credits from Rosary College. The course work she's taken since starting in January 1994 has already taught her things she had not learned on the job, e.g., the characteristics of students with learning disabilities who were not getting services they needed. The bilingualism class has been a real eye-opener, too, helping her to see beyond a bad personal experience with bilingual education: when Miriam came to the U.S. from the Dominican Republic in 1981, she was placed in an eighth grade bilingual "pull-out" program that left her feeling lost and poorly prepared for academic work in high school.

Miriam is delighted to be furthering her education and working toward her goal of helping learning disabled youngsters overcome the problems that impede them. For Miriam, the best thing about the program is not having to do it all alone; NEIU peers and her mentor are always there for her.

> *Jorge Monterroso* is a teaching assistant at Northside Learning Center, a high school for youngsters aged 15-21 with moderate cognitive disabilities. Even before she became his official mentor, Marsha Calabrese, a special educator with ten years of experience in the Chicago schools, had noticed Jorge's "special qualities," i.e., the way he treated children, his potential for teaching, his bilingualism. Despite the daily demands of parenting eight children of her own, Marsha often meets Jorge before school at 8:00 a.m. to discuss assignments, help him find information resources, and reinforce what he's learning. She's confident that careful selection and mentoring of participants will ensure that the program turns out high-quality teachers, aware of "classroom realities and practicalities."

For Jorge, being back in school is a "dream come true." Although he came to the U.S. from Guatemala with an accounting degree, he went to work in a factory because his English was poor. He believed he "was good for nothing." After eight years of hated factory work, he had finished an associate's degree at St. Augustine College. His wife was attending NEIU and working. Then, Jorge developed a painful disc problem in his back. When he switched to driving a school bus ($37 per day, no benefits), things gradually improved—his boss assigned him to Northside Learning Center as a clinic bus driver ($56 per day, no benefits); the principal and principal's assistant gave him information about becoming a teacher's aide and told him he was overqualified; the Chicago Board of Education took his application; and he allowed himself to dream of better days ahead.

As an assistant ($225 per week, no benefits for summer, part-time work), Jorge was first responsible for a boy with multiple disabilities whom he taught to walk. After three months, he was a "permanent" assistant, and eligible for benefits. "You have to have heart to work with special needs kids. You don't do it for the money," he frankly but modestly explains. Now, in the NEIU program, he's moving steadily toward his goal, but his biggest worry is passing the writing competency test (a major hurdle for Jorge and others in the program). To Jorge, the Minority Personnel Preparation Program for Bilingual Special Education is a "miracle," and he's thankful for "the chance to become a professional and work with professionals."

Looking Ahead: "Scaffolding" Programs

While both of NEIU's projects are too new to have produced any graduates, Brusca-Vega and her colleagues are learning from their efforts all the time. They experiment with the integration of bilingual and special education content and look for additional activities that will be useful to students out in the field. They're planning to bring mentors and mentees together earlier (before the semester begins) and to invite a colleague with expertise in mentoring to talk with the pairs about expectations, responsibilities (especially making time for meetings), and ways of communicating. After another cohort of 15 (a "do-able" number) is accepted into the field-based grant program, NEIU is likely to institutionalize the program, since it is proving to be an innovative way to meet the critical demand for bilingual special educators.

Note

[1] NEIU is a public liberal arts "commuter" institution in Chicago serving a diverse population of about 10,000 undergraduate and master's degree students, many of whom are "nontraditional" adult students working full time, caring for family members, and attending school part time. Roughly 30% are from minority groups; of these approximately 14% are Hispanic.

APPENDIX A-7

The Teacher Track Project

at California State University/Fullerton

FACT BOX

The Teacher Track Project at California State University/Fullerton
Since 1989 instructional aides and high school students have been recruited to participate in this program, designed to increase the number of underrepresented individuals in the teaching force.

Funding Source(s): California State University Chancellor's office through state lottery monies

Total Annual Operating Budget (1993-94): $60,000

Participating District(s): Anaheim, Fullerton, and Santa Ana

College Partner(s): Fullerton Community College and Rancho Santiago Community College

Number of Participants: Approximately 60

Profile of Participants: 95% female, 5% male, 85% Hispanic, 9% Caucasian, 4% Asian-American, and 2% African-American

Criteria for Admission to Program:
- Employment as a paraeducator
- A 2.0 minimum GPA
- Recommendations from supervisors
- A personal statement

Program Characteristics:
- Targets *both* high school students and bilingual instructional aides.
- Projects are *intersegmental* (i.e., universities collaborate with community colleges and school districts in their region).
- Regularly scheduled peer group meetings are mandatory
- Participants receive academic advisement throughout

A California State University Teacher Diversity Grant Program

To address the dramatic need for a more diverse teacher faculty for California's schools, colleges, and universities, in 1989 the California State University Chancellor's office began giving five-year minority teacher recruitment grants to institutions in the CSU System through the Teacher Diversity Program. Funding (averaging $75,000 per institution per year; $7.5 million in all since 1989) comes from lottery revenues. Projects are *intersegmental*, meaning universities work collaboratively with community colleges and school districts in their region to address racial underrepresentation in the teaching force.[1] One of these initiatives, the Teacher Track Project at California State University/Fullerton (CSUF), targets minority high school students and bilingual instructional aides for recruitment and fosters their retention in college or university as they pursue a degree and teaching credential.

Almost half of the 391,000 students in suburban Orange County, California, public schools are of Hispanic, Asian-American, or African-American origins, while 91% of the teacher workforce is white. Minority enrollment in CSUF's Multiple Subject Credential program (elementary education) is only 10% of total program enrollment; in the Single Subject Credential program (secondary education) minority enrollment is 8%. To increase the number of underrepresented students in teacher education, the School of Human Development and Community Service at CSUF approaches teacher development comprehensively, providing support for high school students, community college students, and instructional aides who wish to pursue a teaching credential in a 1 + 2 + 2 + 1 sequence. CSUF's Teacher Track Project (TTP) is designed to: 1) recruit minority candidates who have demonstrated a commitment to and competence with children; 2) strengthen candidates' basic skills in order to improve their performance on competency tests; 3) ensure that candidates enroll in appropriate courses in the community college and the university and provide academic, personal, and professional counseling to support them at each stage of their education; and 4) expose high school students to opportunities in the teaching profession and provide them with information on how to obtain a teaching credential.

It is apparent that the TTP differs from many aide-to-teacher programs in at least three important ways. *First*, the TTP is an intersegmental initiative, a true partnership among the university, community colleges, and school districts that has heightened awareness of and sensitivity to participants' needs. *Second*, the TTP makes peer group meetings mandatory and adheres to a regular meeting schedule. Aides in this program are no less busy with work, family, and college courses than participants in any other program, yet the meetings are perceived as valuable rather than a nuisance. *Third*, TTP has put into place precollegiate and collegiate segments of the pipeline—the Future Teachers high school component and the instructional aide undergraduate degree and credential program component—that can eventually be linked so as to form a truly systemic approach to teacher development.[2]

Teacher Track Instructional Aide Component

The Teacher Track program serves instructional aides and other classified personnel working in three school districts with large minority populations (Anaheim City, Fullerton Elementary, and Santa Ana). Two-year college partners are Rancho Santiago Community College (RSCC) and Fullerton Community College. Currently, the program serves 57 instructional assistants, or "Teacher Trackers," at various stages in their education—community college, university, and credential program. Ninety-five percent of the participants are women. Eighty-eight percent are Hispanic and 85% are bilingual. They range in age from 22 to 55 and in classroom experience from three to 15 years. For Teacher Trackers who earned the bachelor's degree and teaching credentials in their country of origin, progress toward the California teaching credential is obviously much faster than for aides with limited educational backgrounds.

While instructional aides are recruited to enter CSUF's regular teacher preparation programs, they may attend classes on a part-time basis, in the evening, on weekends, or during the summer term. Specific activities include:

- academic advising (new recruits attend group meetings and continuing participants attend individual counseling sessions);
- peer support groups (mandatory monthly meetings at local school sites and at CSUF focus on academic, personal, and professional issues);
- CBEST (California Basic Education Skills Test) preparation and counseling;
- financial aid (stipends offset cost of registration, books, and supplies);
- career advice (meetings conducted at local school and community college sites); and
- motivational/informational newsletters and pamphlets.

Selection of project activities was based on a review of the literature on recruitment and retention of reentry adults and minorities in higher education, as well as on an assessment of instructional aides' specific needs, concerns, and interests.

Discretionary lottery monies and released units from the CSU Chancellor's office support faculty time for program coordination. The partner institutions in this intersegmental collaboration are committed and supportive; intersegmental collaboration is a "comfortable" relationship, now that the network is well-established.

- **CSUF Contributions** – At the university level, elementary education faculty Ruth Yopp Edwards and Hallie Yopp Slowik, who are, in fact, twin sisters, share responsibility for administering the TTP, recruiting participants at various school district sites, editing the newsletter, leading peer support group meetings, and more. Their annual participant surveys show that, after the stipend ($250 per semester for community college students and $500-$800 per semester for CSUF students who attend peer group meetings and complete at least three semester units of college course work), the greatest benefits of the program are advisement and peer support. (Personnel in the Adult Reentry Center, the Women's Center, and the Financial Aid Office help to advise participants.) These interventions "open the university door" to first-generation college students who are easily intimidated by a sprawling, 225-acre campus and student body topping 24,000, and unaccustomed to "navigating" administrative mazes (e.g., obtaining a parking sticker or registering for classes). Moreover, advisement and peer support are essential to the survival of students who tend to be hard on themselves, are too proud to use services, and don't think to study together. "It's a formidable task to face years and years of college on one's own," observes Carol Barnes, (former) chair of CSUF's Department of Elementary and Bilingual Education. "Our Latinos and Latinas have many roles and responsibilities. We give them concrete strategies to get things done."

Participants often confide their fears and frustrations to the project codirectors and to Ana Garza, a former instructional aide, now CSUF faculty member, who serves as project associate and peer group leader at required monthly meetings. One participant describes Ana as "the human link for all of us." Another speaks for many participants when she says, "Thank goodness, she's here. I was thinking of giving up." And, because Ruth, Hallie, Ana, and others *are* there for participants and because Trackers constantly support one another, few participants drop out.

- **Community College Contributions** – Community college counselors trained as program associates participate in outreach activities and provide ongoing career and academic advisement. Elliotte Boggus, a counselor at Rancho Santiago's Santa Ana campus, serves in this capacity. He was excited to work with Teacher Trackers because his wife went through a similar program at the University of Southern California a few decades ago which changed her life. "College is a game with rules," Boggus explains. "You can't play baseball with football rules. The game is fun if students know the rules (for example, knowing when a class may be dropped without penalty), and if they have study techniques."

  Elliotte Boggus shows Teacher Trackers there's someone at RSCC looking out for them—he reviews their transcripts, makes sure they take the right courses (up to 70 units can be transferred under articulation agreements with CSUF), checks midterm grades, talks to RSCC faculty. The biggest challenge is keeping attuned to first-generation college students who are uncomfortable with changes they're undergoing. Generally, aides' families are supportive, but occasionally Boggus hears from women whose husbands tear them down because they feel threatened. Counselors encourage traditional husbands to view their wives' education as a common goal for the family that will help everyone do better. As Boggus reminds students whose confidence is at low ebb, "Every class you take, you become a little newer."

- **School District Contributions** – The school district partners also contribute to the program by providing school buses, release time for aides to attend TTP meetings and special events, and constant encouragement. In Fullerton, for example, Richman Elementary School principal Minard Duncan meets with his instructional aides once a month and sends them to conferences. Richman Elementary has 13 aides (mostly in the K-3 bilingual program) and 28 classroom teachers for some 700 K-sixth graders. Nearly 500 of them are LEP students (limited English proficient), the vast majority Hispanic or Vietnamese, 450 are Chapter 1 students, and 94% live at the poverty level in a county known for its affluence.

From the principal's perspective, there are several benefits to having aides in Richman Elementary, such as a reduced child-adult ratio, more nurturance and support for the children, and more varied cultural resources. He'd like to see aides get more training—in integrated or thematic approaches to instruction, guided language acquisition, and computer technology—but is otherwise delighted to have such experienced personnel in his school and looks forward to hiring Teacher Track graduates as full-fledged teachers.

Ron Cooper, deputy superintendent of Fullerton's K-8 school district, cheerfully describes the system's support for the program as "self-serving." "TTP is an ideal mechanism for meeting the district's ever-growing need for qualified bilingual instructors. And," he enthuses, "a wonderful way to help wonderful people better themselves." The district covers tuition reimbursement and the cost of books for full-time classified employees. The district-TTP alliance is enabling some Fullerton aides to get through college; yet, the process is slow, and the pool of eligible aides is far larger than the number of places in the program.

Teacher Trackers

Unlike paraeducators in most teacher preparation programs whose only contact is apt to be the project director or counselor or, occasionally, a familiar face in class, TTP students in undergraduate and credential programs enjoy the added dividend of monthly group meetings and other shared experiences which encourage mutual support and the formation of collegial attachments with peers. While the program works on building community, however, the strengths, weaknesses, and goals of each individual are acknowledged. There's no question that participants' personal histories are unique and the routes they've taken to get to CSUF are extremely varied.

One of the few men in the program, *Rene Chister*, answered a newspaper ad for bilingual aides in 1986 and was hired initially as a substitute kindergarten aide. The opportunity to use his native language was the key to Rene's career change from electrical engineering to education. Born in Venezuela the third of eight children, he and his family lived in Chile and Argentina before moving to the U.S. in 1964. Having attended various California colleges as he worked toward a bachelor's degree, Rene was well positioned to become one of the early Teacher Trackers in 1989. He credits the aide experience for much of what he knows about classroom teaching: "What you learn as an aide you can't learn in a textbook." After completing the bilingual credential requirements in May 1995, Rene realized his ambition to become an elementary teacher who "builds intellect, character, and soul" and turns children into lifelong learners. Commenting on the "education revolution" under way today with the return to child-centered classrooms and whole language, Rene feels "lucky to be going into the profession at the right time."

▲ *Rene Chister, CSUF Teacher Track graduate*

Jean Ann Miles swears by the program: "TTP has really helped me." She first heard about TTP at school board meetings in Anaheim where her five children attend school, but going to college was a "scary thought"—she'd be the "pioneer" in her family. Based on Jean Ann's years of experience as a school volunteer and instructional aide, the school principal encouraged her to apply to the TTP in 1990, saying she'd be "a natural." Regular meetings at CSUF made the campus, parking, etc. seem familiar, and her new TTP buddies cheered her on. Having earned a B.A. in liberal studies and an elementary credential with a cross-cultural language academic development emphasis in December 1994, Jean Ann is now teaching. With her parenting skills, her degree, and her classroom experience, she hopes to help children "discover who they are, stand on their own feet, journey a little farther along their individual learning paths, and be the best they can be."

In Mexico *Irma Malfavon* taught elementary school and high school social studies for 15 years. She came to the U.S. when she married and has worked as an aide (in Santa Ana's middle school literacy program) because she had been told she'd have to start all over again to become a licensed teacher in this country. The director of bilingual education in Santa Ana told her about the TTP in 1990. A transcript review at CSUF has moved her close to completion of the B.A. in social studies. Irma used one of her stipends to purchase a typewriter for class assignments. She has great expectations for her students.

Sylvia Orozco was born in Mexico, one of 13 children, and came to the U.S. when she was 13. The new language and culture were hard for her. Nonetheless, she was the first in her family to graduate from high school. In 1983 she became an elementary bilingual instructional assistant, savoring the opportunity to help kids who were going through the same adjustment she had made. After a while, she realized she'd rather be a teacher than an assistant, who "does the work, without the pay." With encouragement from teachers with whom she worked, Sylvia entered TTP and enrolled at Rancho Santiago Community College, then transferred to CSUF. Sylvia aims to be "a special teacher, remembered by all her students for the rest of their lives," just as she remembers the excellent teachers she had in Mexico.

Being an elementary bilingual aide for four years in a class with a non-Spanish-speaking teacher convinced *Eva Cecilia Estrada* to become a teacher. She heard about the TTP after she started taking classes at Rancho Santiago. Although she was scared at first, the monthly meetings helped her to know "all the ins and outs," especially concerning the nemesis of many preservice students, the CBEST. After teaching under internship in a Santa Ana bilingual first grade, Eva obtained her credential in May 1994 and became a full-time teacher. And that's just the beginning—she plans to get her master's degree and start a parent involvement program. "If the poor Laotian, Vietnamese, and Hispanic parents know what to do to help teach their kids at home, the children will prosper," Eva declares. "If the child's not ready, can't read, comes to school dirty, has no parents at home, the lessons suggested by the books or professors won't always work. We need to know the home situation, what's touching the child's life."

These Teacher Trackers are divided on what's best about TTP—some say it's the peer group's support (a recurrent theme) and others say it's the advisement. They're hard pressed to recommend how the program could be improved. One suggests meeting their groups more often and for longer than one hour because "the time flies." Another would like the stipend to be increased for participants who take extra courses, get higher grades, or have greater needs, e.g., mothers with several children. Students from other countries should receive more information and assistance, observes one who has learned the hard way.

Whether it's attributable to maturity, cultural background, or from learning about themselves and their peers during group meetings, all TTP participants are confident that they'll be more open and sensitive to cultural differences among their students than traditionally prepared teachers are. Compared to teachers who have only one teaching style for all children, they'll accommodate their teaching style to the students with whom they work.

Rene Chister effectively sums up the meaning of the aide-to-teacher experience: "Becoming an aide in the TTP is really a self-selecting process, like coming to the U.S. By the time you earn the credential, you're not a brand-new teacher; you're acclimated to classroom realities. Working as an aide gives you the opportunity to try out teaching. TTP makes it likely you'll remain a teacher when you get there."

Next Steps

The TTP has produced six teachers to date, with whom the TTP project codirectors maintain contact. Beginning teacher support programs in the districts provide mentoring and other forms of support to new teachers.

Although expanding the program at current funding levels would risk dilution of services, CSUF proposes to extend the Teacher Track Project to other districts. Long-term plans involve establishing over a three-year period a comprehensive program to increase the number of historically underrepresented students in teacher education by: 1) expanding Future Teachers (estimated cost = $100,000); 2) expanding the Teacher Track program (estimated cost = $195,000); and 3) beginning a Minority Teaching Program (estimated cost = $225,000). CSUF envisions becoming a collaborative Center for Minority Teacher Programs comparable to University of California/ Berkeley's Center for Minority Engineering and Science Achievement (MESA) and Minority Engineering Program (MEP) for high school and college students respectively.

Notes

[1] The assumption underlying the work of California's Intersegmental Coordinating Council, of which the CSU System is a member, is that "educational systems must work together to ensure that underrepresented students at each educational level are adequately prepared to succeed at the next level, and that at each level the students are encouraged to consider teaching as a career. The approach "engages institutions in long term, collaborative commitments to support and prepare students as they move from one educational level to the next" (Wilson, 1991).

[2] To begin the bridge-building process, CSUF operates a "Future Teachers" program in partnership with six Fullerton high schools, four Santa Ana high schools, and eight Anaheim high schools. Enrollments grew from 65 Santa Ana High School students in spring 1990 to 360 students from the three districts in spring 1994, for a total exceeding 700 high school juniors and seniors. Depending on funding, the program will be extended to reach even larger minority populations. State lottery monies and a U. S. Department of Energy grant support coordination by CSUF faculty and high school advisors. Program graduates report that the high school advisors and the Future Teachers experience were the two most influential elements in their decision to pursue teaching as a career.

APPENDIX A-8

Milwaukee Pathways to Teaching Careers Program

at Alverno College and the University of Wisconsin/Milwaukee and the

Educational Assistant Degree Completion Program

at Alverno College

FACT BOX

Milwaukee Pathways to Teaching Careers Program at Alverno College and the University of Wisconsin/Milwaukee

Organized in 1993, the Pathways to Teaching Careers Program seeks to increase the number of exemplary teachers in Milwaukee's inner-city schools and targets applicants from underrepresented groups.

Funding Source(s): The DeWitt Wallace-Reader's Digest Fund

Total Annual Operating Budget (1993-94): $162,000

Participating District(s): Milwaukee Public Schools

College Partner(s): University of Wisconsin/Milwaukee and Alverno College

Number of Participants: Approximately 50

Profile of Participants: 92% female, 8% male; 16% African-American, 60% Latino/Hispanic, 12% Asian-American, 4% Native American, 8% Caucasian

Criteria for Admission to Program:

- Employment as a paraprofessional
- Commitment to teach in the MPS
- Qualify for admission to UWM or Alverno

Program Characteristics:

- Program covers two thirds of the tuition costs
- Full-time paraeducators and emergency credential teachers continue to draw salary and benefits while enrolled
- Program provides individual mentoring and leadership development
- Faculty and participants hold bimonthly planning meetings

Educational Assistant Degree Completion Program at Alverno College

The goals of Alverno's Educational Assistant Degree Completion Program for part-time students are comparable to those of the Pathways project, but the program has an additional focus on bilingual education and a unique approach to teaching and learning

Funding Source(s): Regular student financial aid

Total Annual Operating Budget (1993-94): N A

Participating District(s): Milwaukee Public Schools

College Partner(s): None

Number of Participants: Approximately 19

Profile of Participants: All female, 68% white, 26% Latino/Hispanic, 5% Asian-American

Criteria for Admission to Program:

- Employment as a paraeducator for a minimum of three years
- 60 college credits
- A passing score on the Alverno Entrance Assessment

Program Characteristics:

- Program faculty do performance assessments of participants in place of grades
- Businesses, schools, agencies, and organizations in the community provide feedback on participants' work
- Participants earn credit for field experience
- The teaching/learning process is largely interactive, with few lectures

A Unique Partnership

What's novel about the Milwaukee Pathways to Teaching Careers Program is the fledgling consortial relationship between Alverno College, a small, private, Catholic liberal arts college for women only[1] (2,500 mostly "non-traditional" students), and the University of Wisconsin/Milwaukee (UWM), second in enrollment only to the Madison campus in the state university

BEST COPY AVAILABLE

system, with 30,000 students who are mostly commuters and part-timers. One of the DeWitt Wallace-Reader's Digest Fund's ten new Pathways programs for paraeducators aiming to become classroom teachers in midwestern and northeastern cities, this program was chosen for the strengths each partner institution can potentially contribute to the program.[2]

The contrast between the two partner institutions is striking. UWM produces the vast majority of new teachers employed by the Milwaukee Public Schools (MPS) from a somewhat traditional teacher education program whose history goes back to a former normal school, Downer College, long since absorbed by the university. Downer's solid old red brick buildings add to the eclectic mix of architectural styles at the university. Alverno's monochromatic sand/yellow-tone low brick buildings date to the days of the School Sisters of St. Francis convent. A new student might easily be intimidated or lost in the crowd at UWM, but not at Alverno where personal attention is plentiful, self-confidence is earned, and responsibility for oneself as a learner is a significant part of the curriculum.

As with the Fund's other Pathways to Teaching Careers programs, the primary goal of the Milwaukee program is to increase the number of exemplary teachers in Milwaukee's inner-city schools, targeting applicants from underrepresented minority groups for participation. Secondary goals are increasing access to higher education and promoting career ladders for paraeducators.

Applicants may be paraeducators going for the bachelor's degree and licensure or emergency credential teachers with a B.A. who lack education credits and required certification. In the first group of 25 are 23 females and two males, ranging in age from 25 to 40 years and in classroom experience from three months to nine years. Fifteen are Latinos/Hispanics, four are African-American, three are Asian-American, two are whites, and one is a Native American. A second group of 25 was invited to join the program in fall 1994; thereafter the number of openings will be tied to funding levels. (The operating budget for the first year of the four-year grant was $162,000, most of which went to cover tuition costs.)

(Former) project director Toni Griego-Jones[3] had no difficulty finding interested and qualified applicants for the first year. She interpreted the fall-off in applications for year two as a "de-selection" problem—paraprofessionals assuming they'll never have the good fortune to be chosen for such a wonderful opportunity. Griego-Jones and her colleagues marketed the program via fliers and presentations, targeting the teacher preparation programs and advising services at Alverno and UWM; the school district personnel office; principals, teachers, and counselors at individual schools; and the annual convention of the Milwaukee Teachers Education Association (union).

They also enlisted teachers from the local community in recruitment efforts, e.g., James Sayavong, the first graduate of Alverno's Lao-English bilingual teacher education program and now a bilingual teacher at the Wisconsin Avenue School.[4] As a member of the Pathways advisory committee, he interviews prospective Pathways Scholars. As a caring friend, he's always ready to lend an ear to a dispirited paraprofessional.

▲ *James Sayavong, Milwaukee Pathways program advisory committee member*

Participants, or "Pathways Scholars," entered the regular teacher preparation programs at UWM or Alverno, where they usually have part-time status during fall and spring semesters (attending late afternoon and evening classes) and take a full load in the summer term. Two thirds of the tuition costs are covered. Full-time paraeducators and emergency credential teachers continue to draw salary and benefits while in the program. They may access college academic advising, tutoring, and other support services as needed.

After tuition assistance ("a BIG relief" to Pathways Scholars), the most distinctive features of this Pathways project are individual mentoring and leadership development. Alverno and UWM faculty members (Virginia Schuldenberg, Suzann Gardner, Mary Jett Simpson, and graduate assistant Barbara Seidl, a doctoral student at UWM) were assigned to clusters of north-side or south-side schools and were each responsible for visiting six to seven mentees once or twice during the semester, some of whom are or were students in their college classes. Griego-Jones admitted that busy faculty were hard-pressed to make just one visit during the first semester and hoped they could schedule more contacts the next year. Nonetheless, warm hugs and personal exchanges between faculty and Scholars testified eloquently to their closeness.

Using a protocol discussion form developed for the purpose, mentors ask mentees to reflect on their teaching practice and how it has changed over time. The focus is on the long-term growth of developing teachers, chosen for their leadership potential. Eventually, the project would like to plan events around the cluster and encourage cluster participants to share resources and experiences with one another. Pathways graduates will be asked to assist in identifying promising Pathways candidates and to mentor incoming Scholars.[5]

Another distinctive feature is bimonthly meetings of Scholars and faculty held at various sites (UWM, Alverno, and MPS's new Education Center), giving Alverno and UWM students an opportunity to mix; staff planning meetings are held on alternate months. Special events hosted by the Pathways partners included the following: a mini-institute at which Scholars looked at themselves as learners and as future leaders and exemplary teachers. They created visual representations of their professional growth for inclusion in individual portfolios. Schools critic Jonathan Kozol lectured at one meeting and UWM professor Martin Haberman spoke at another about screening teacher candidates for inner-city schools.[6] Graduate assistant Barbara Seidl keeps everyone informed by publicizing news about Scholars and upcoming meetings and events on campus or in the community.

To reduce barriers for project participants, the Milwaukee Pathways project arranges basic skills test preparation workshops, provides scholarships to ease the financial burden, is sensitive to adult learners returning to school after many years, and offers constant encouragement and consistent mentoring during the long haul to licensure. Yet, it's a new program, still "evolving" and struggling to get the institutional mesh to work as intended. One plan is to build student self-assessment, reflective journals, portfolios, and more group interaction into the Pathways project (a sign of Alverno's strong influence within the partnership). A second plan is to involve cooperating teachers more in Pathways activities. Other strategies include building bridges to UWM's graduate programs for Alverno graduates and expanding UWM's work with professional development schools to Alverno's partnership schools.

With increased funding from the city or state or private philanthropy, says (former) director Griego-Jones, the project could expand and improve in a number of ways: serve more paraeducators, work with additional school districts, revise the curriculum, provide more support at the college/university level, engage in research to demonstrate program effectiveness, and communicate with similar programs.

A Profile of Pathways Scholars

What the opportunity to become a teacher means to Pathways Scholars goes far beyond the hefty leg up to a profession. For two bilingual educational assistants at the Wisconsin Avenue Elementary School, *Rosa Perez* and *Kongsone Thao*, it represents building cultural bridges and teaching by personal example.

> *Rosa Perez* has endeavored to hold onto both Puerto Rican and Anglo cultures and serve as a role model for students with learning difficulties. She was helped by faculty and counselors at Milwaukee Area Technical College's CUTEP program (Cooperative Urban Teacher Education Program)[7] who motivated her to

> enter teacher education at UWM. Rosa takes bits and pieces from her classes, books, lectures at UWM and applies them to her work at Wisconsin Avenue. Her goal is to be a teacher who develops kids' ability to access knowledge, learn on their own, and develop a strong sense of who they are.
>
> *Kongsone Thao* has learned a new culture while respecting the old (Laotian/Hmong). In a sliver of a room set aside for her pull-out program for the school's 225 ESL students (32% of the student body), Kongsone tries to build students' self-esteem, step by step, so they can compete with mainstream kids. "I encourage them to have dreams and hopes despite their poverty, to be a survivor, a success. When I came to America, no one helped me. I can help my students to get an education—without education, they cannot go anywhere."

What's important to Rosa and Kongsone, besides the tuition money, is networking at the bimonthly meetings with other students going into the profession, talking over what's working (or not), giving and getting support from them and from teachers. In fact, they'd like more of this. And more exposure to exemplary teachers. Paraprofessionals going into teaching "already have their feet wet," so there should be no surprises, they say. But they know the first year of teaching is always difficult. You have to be adaptable, grow and change as a paraprofessional so you can do the same as a teacher. Rosa and Kongsone already appear to have internalized the motto of their school: "Whatever it is you want from children, *you* must give them—love, respect, fairness, and more."

Like Rosa and Kongsone, Pathways Scholars at Vieau Elementary School are persons of great personal conviction, competence, and poise. *Bertha Alvarez* and *Gloria Franco* are both working toward the B.A. in elementary education/bilingual at Alverno, while raising families and working. What's unusual is that Vieau has encouraged them to take the initiative to a degree not commonly available to paraprofessionals.

> *Bertha Alvarez* is responsible for running the computer lab, which she set up herself after visiting other schools to get ideas. *Gloria Franco* helped Vieau's program coordinator create a science lab five years ago and worked there until she was asked to help set up and staff a new media center, her current assignment.
>
> Like many paraprofessionals, Bertha and Gloria care about their community. However, not many can claim Bertha's longevity in the neighborhood—she has "positive memories" of attending Vieau as a child after immigrating from Mexico. Her four-year-old daughter now attends kindergarten there, and she's been working

as a paraprofessional there for three years with teachers and a principal who were teachers at Vieau when she was a girl.

Gloria refers to the school neighborhood as "lucky"—few children are bused to school, parent involvement is high (Vieau has a parent coordinator who is a Vieau graduate and a paraprofessional), bilingualism is respected. In her spare time, she's a folkloric dancer, teaching dancing to kids at Vieau, performing there and elsewhere.

Are Bertha and Gloria complacent about their situation? Far from it. They both hope to work at Vieau for many years—as teachers, not paraprofessionals. Bertha "is limited as to what she can do as a para." She sees herself in the students, sees her parents in the parents. Her mom encouraged her, set an example of attaining goals, so the Pathways program represents a wonderful challenge. Teachers were positive role models; school was (and is) enjoyable to her. Yet, some of her high school teachers assumed she wouldn't graduate and let her get away with not doing her work. She intends to be a strict teacher with high expectations for her students, and a caring, understanding teacher, too.

One reason Gloria wants to be a teacher is that her young son is ill for life and a bigger paycheck would help. However, she's also motivated by the idea of getting students to look differently at teachers—as equal partners and resources in education. As a girl she attended private, Anglo-only schools in Milwaukee where she was forbidden to speak Spanish and was made to feel inferior. So, working in Vieau's media center today, she makes a point of addressing students with respect (and expects the same back) and reaches out to difficult students, helping to diffuse their anger and get course work done. The respect she gets from the staff is also important to her, as is the opportunity to practice, to try things suggested by teachers and her Pathways mentor, such as ways to set up and manage a class, discipline kids, or ways of working with other staff members. "No one should become a teacher without being a para first," Gloria insists.

When asked what, if anything, they would change about the Pathways program, Gloria wished for the ability to do away with time constraints that prevent her from taking as many courses as she'd like, while Bertha hoped for more training in cultural awareness and more frequent opportunities to meet with other Pathways Scholars. Both women have encouraged other Vieau paraprofessionals (there are 18 in all, 94% are minority) to apply for the program; two are following their example.

As the above examples show, paraprofessionals have a great deal in common, yet every one is an individual. The same can be said about Milwaukee schools and their distinct personalities. (Former) superintendent Howard Fuller encouraged MPS to think of themselves as "unique and capable of change," preferring a "system of schools" to a monolithic school system.[8] However, inner-city Milwaukee schools, particularly southside schools, have many common characteristics: security systems are the same; the age of many buildings is comparable; space is always at a premium; and poor children, children of color, typically are in the majority.

The most obvious differences lie in how these well-worn facilities are used and how decorated. Less obvious but significant differences can be found in program variety (Ch. 1, parent education, extended day, etc.) and the degree to which schools manage to attract additional resources for staff, staff development, materials, equipment, and supplies. For example, Wisconsin Avenue School's high ceilings, closed doors, blank walls are forbidding, although the school is rich in terms of cultural diversity. Vieau Elementary, a solid red brick structure built 100 years ago, has floors polished to a high gloss, colorful flags from many nations hanging from the ceilings in hallways, kids' artwork everywhere, and banners, bulletin boards, and posters declaring: "Educacion es la fuerza," "We are Measuring Up in Math!", "Believe/Achieve," "Schools Against Violence." On each floor at Vieau, classrooms open onto a wide foyer-like space in which one-to-one and small group tutoring takes place at low round tables. One classroom's creed seems to speak for the entire school. "I have a right to: be happy . . . be treated with compassion . . . be myself . . . hear and be heard (no screaming) . . . learn about myself . . . express my feelings and opinions without interruptions or punishment."

Alverno's Educational Assistant Degree Completion Program

To understand how Alverno College assists other paraprofessionals (who are not Pathways Scholars) to become teachers, one has to understand Alverno's educational philosophy. Long recognized for pioneering work in assessment over the past 20 years, Alverno is committed to developing eight essential abilities in each student in a progression from basic to advanced levels.[9] Teacher education students must master five advanced abilities: conceptualization, diagnosis, coordination, communication, and integrative interaction. Instead of grades, students have performance assessments (typically videotaped group exercises) that are reviewed by faculty and external assessors drawn from businesses, schools, agencies, and organizations throughout Milwaukee. Feedback from "the real world" teaches them what they'll need to know and be able to do in their careers and helps them evaluate their own progress.

Dean Mary Diez, chair of the Education Division, has taught Alverno's introductory education course for paraprofessionals in the Weekend College. "Field Experiences for Educational Assistants" is a course designed to help paraprofessionals organize prior learning through reflection on their work experiences in relationship to the five advanced abilities that structure the education program. The course helps faculty and students to determine which aspects of the program have been accomplished through classroom experience, making students eligible to "assess out" of some courses, earning credit for experience.

Graduates of the Alverno program admit to initial skepticism toward assessment, then attest to its profound effect on them as teachers. "After I got over thinking it was the professor's job to evaluate me," explains one graduate, "assessment allowed me to reflect, to know myself. As an MPS first-year teacher for 28 first graders, I still give myself feedback—what I did right or wrong, what could be better. I brought questioning and other skills along with me to use with my students because I learned the process of learning at Alverno." Assessments aren't competitive; students can collaborate with and support one another: "The process changes you," another graduate observes. "When you turn in a test, it's done, over. With self-assessment, the presentation isn't the whole thing; the evaluation process is what's important. You're taught at Alverno the same way you should teach, then you bring that with you. " (Her school is now doing student portfolios.)

There's little lecturing in Alverno classes; the teaching/learning process is largely interactive. Mary Diez stresses the need to model good teaching for future teachers. An emphasis on continuous refinement is both part of the faculty culture and structured into their workload—Tuesday and Friday time slots are reserved for staff meetings; student input is invited. One faculty member's reaction to questions about the Alverno culture is indicative: "There's no way you could just teach your classes and leave. How would you know what other faculty are thinking and doing? How would you know where your classes fit in?" (This attitude helps to explain why Alverno received the 1994 Hesburgh Faculty Development Award.)

With the exception of a focus on bilingual education, the goals of Alverno's Educational Assistant Degree Completion Program are virtually identical to those of the Pathways project. Paraprofessionals are part-time students who meet the same requirements as traditional students preparing for early childhood, elementary, middle school, and bilingual teaching positions, by taking courses scheduled after school, on weekends, and in the summer. A special seminar (described above) helps them to review what they have learned/are learning on the job in order to determine credit for their MPS experience. The 19 women currently in the program have a range of classroom experience of three to 10 years and ages ranging from 26 to 49 years. Most are white (13); some are Latino/Hispanic (5) and Asian-American (1). Alverno has the highest minority enrollment (22%) of any college in Wisconsin.

The experiences of *Julie Drigot*, who is new to the program, and *Ruth Aviles*, who recently graduated, are illustrative.

> *Julie Drigot* had eight years of experience as a paraprofessional in both Ex-ed (special education) and regular education, early childhood through middle school, when RNT met her. She had been at the Grand Avenue Middle School since it opened in 1991 in the remodeled Milwaukee Emergency Hospital, with a new wing for the gym, Instructional Resource Center (library), TV, art, and music studios. Principal Tom McGinnity and his staff of 60 teachers (25% minority) and 12 paraprofessionals (75% minority) freely admit "the first year's goal was mere survival"—kids were angry about being "dumped" there, some were violent. Now, however, they've got things humming—632 students (83% minority, predominantly Hispanic) are divided into six "families" and parent involvement is a priority.[10]
>
> Julie has stayed with the same family of 114 students for three years, working with different groups of students, getting to know them very well. When she came to Grand Avenue, she had "no idea what involvement in a professional team could be." She regularly plans and writes curriculum with the teachers, and has had the latitude to organize field trips and set up a calligraphy studio on her own.
>
> For Julie, being a paraprofessional is "a natural calling—it's who I am." Still, she wants to learn more and explore, have more of a voice in changing things in education, and get paid more. In her second semester studying for an elementary education degree, Julie finds Alverno "more suited to her learning style" than UWM where she started college (as well as closer to home and her teenaged daughter and more flexible in terms of scheduling). They don't let her get away with anything there (math and science are her nemesis), but she can earn credit for what she's done (equivalent of four to five regular courses so far).
>
> Julie won a Presidential Scholarship to Alverno and was named a Pathways Scholar in 1994. She guesses she's just plain lucky, "like I stepped on the right bus."
>
> *Ruth Aviles* had ten years of paraprofessional experience in varied bilingual and monolingual settings and was close to her goal of becoming a sixth grade bilingual teacher at Kosciuszko

> Middle School when RNT met her there. The school's fortress-like appearance is accentuated by the presence of security guards, walkie-talkies, a front entrance buzzer and sign-in desk. As if to challenge negative stereotypes, colorful posters and murals throughout the hallways declare, "Knowledge is Real Power" (Superman with cape flying, fist raised), "Drug-free School," "I Can! You Can! We Can!" Ruth worked in Ms. Santiago's basement classroom opposite the boiler system.
>
> Before coming to Wisconsin with her family, Ruth attended university in her native Puerto Rico. After working as a paraprofessional, she decided to complete her degree at Alverno, where her credits were accepted and she could attend evening and weekend classes. She entered the Alverno program in 1989, when she was 28 years old and was finishing as a Pathways Scholar there.
>
> All of the 31 children in her room were Puerto Rican or Mexican; 12 were in ESL. Because she's Hispanic, she found the children connected easily with her; there were no discipline problems all semester. When Ruth first began working with her cooperating teacher, Ms. Santiago, she was given free rein to set up different curricular areas and redecorate—pinatas were hanging from the ceiling and bulletin boards were jam-packed with student work in math, science (Ruth's favorite because she loves hands-on, group work), spelling, and so on. The TRUST bulletin board was "home base" for 12 students whose work required Ruth's special attention. The cooperating teacher has monitored Ruth's progress and helped with ideas and resources. She has taught Ruth about organization, the need for grading criteria and for documentation, and about the importance of creating a positive environment—a lesson Ruth seems to have learned well. Commenting on her participation in the sixth grade team's planning meetings, Ruth says with a broad smile, "We're all family in here; we respect one another."

Since Alverno started the program in the mid-'80s, 40 individuals have entered and 20 have graduated and earned full teaching credentials. All but one of these have been hired to teach full time. Just 5% have dropped out. Since participants tend to enter the program with some college credits and accrue more credits through assessment of prior experience (with corresponding reductions in overall tuition costs based on courses not taken), the average time to complete the program is three years. Participants are encouraged to apply for financial aid and a limited number of scholarships, such as the Beatrice/Con Agra scholarships for minority paraprofessionals. Support services are the same as for other teacher education students. ESL courses assist paraprofessionals with limited English proficiency. Alverno gives assistance during the job search and application process and during the induction year.

When Alverno graduates talk about their experiences in the Educational Assistant Program, the lasting effects of close personal attention from caring faculty are obvious. Graduates still call faculty for advice and come back to use the library and bookstore. Some participate in a support group for first-year teachers organized by second-year teachers.

The pathways into teaching for Alverno graduates are as different as the women themselves, yet leadership potential and independence are qualities they all have in common.

> *LeeAnne Brzenk-Nelson* took an associate's degree in early childhood education, and ran the Milwaukee Area Technical College child care program for a while, then became a paraprofessional. She's now a kindergarten teacher at the Kagel School (bilingual) and working toward her master's degree.
>
> *Noy Somphone* was an experienced teacher in her native Laos. She attended Milwaukee Area Technical College before transferring to Alverno, but switched to an education major because she's a "people-type person," not a "machine type." She became a paraprofessional in Milwaukee's first program for Southeast Asian children. There she helped the teacher to work with the children who lacked English skills and to understand their culture. "Children are children, regardless of the culture," she told us. "Take children as they are, with what they bring, and work from there." She follows that philosophy teaching grade one at the same school where she worked as a paraprofessional ("they know me, trust me, and give me suggestions"), and is studying for a master's in education at Mount Mary College.
>
> *Diann Citron-Weier* has known she wanted to teach since her childhood days in Puerto Rico. With an associate's degree in secretarial science, she took various jobs that left her unfulfilled. In Milwaukee she taught at the Spanish Center, a community agency, and eventually became the director of another private agency after completing her degree at Alverno. She's now in a master's program in educational leadership at Cardinal Stritch College.

Each of these women learned a great deal from the teachers they assisted. LeeAnne remembers negative things—being treated as "just an aide," running off papers, sitting in the back of the room watching a teacher who was unwilling to try new ideas. Somphone compares the paraprofessional experience to "putting a spoon into hot soup and knowing what's really going to happen." A paraprofessional comes to teaching with techniques, judgment, and flexibility. For Diann it's simple—paraprofessionals adjust more easily than many teachers to new student populations and to innovations like teaching with computers. "Just like computer upgrades, you have to keep upgrading your brain."

For all three money has been tight and family responsibilities heavy. Yet, their resolve to succeed was strengthened by encouragement from their families and other paraprofessionals and support from Alverno. "Alverno is set up to help you succeed. They'll help you find a way."

Notes

[1] Undergraduate programs are limited to women; men may enroll in the postbaccalaureate program.

[2] Bank Street College of New York conducted the program selection process and is responsible for program oversight, technical assistance (especially curriculum and support services), and follow-up to program graduates. Dr. Y. Nona Weekes serves as director and is assisted by Cathleen Harvey.

[3] Dr. Marlene Pugach, on sabbatical leave from UWM at the time of RNT's visit, is once again fully involved as director of the Pathways program. Dr. Griego-Jones became associate dean in the School of Education at UWM.

[4] Fluent in English, Lao, and Thai, James Sayavong works with Lao/Hmong students and their families at the Wisconsin Avenue School. He wrote two of the very small number of Lao school texts available in this country and collected Asian folktales as retold by children at his school, 19% of whom are from Southeast Asian families.

[5] Milwaukee Public Schools (MPS) has a mentoring program for beginning teachers, who are selected by lottery. Experienced teachers report being "recharged" by working with their mentees.

[6] Paraeducators are heavily represented among the cohort of 20 men and women selected each year for the Metropolitan Multicultural Teacher Education Program by UWM professor Martin Haberman and his colleagues according to their suitability to inner-city classroom teaching. MPS and the teachers' union encourage individuals with a bachelor's degree but no license to apply to this field-based program that involves a year of full-time work and study, beginning with seven weeks in summer spent half days with pupils and half days in class. MPS hires them for elementary and middle school classrooms and pays a beginning teacher's salary ($24,141) September to June. Haberman is a strong advocate of alternative certification routes and preparing urban teachers in schools rather than universities. In this program, master teachers, not university professors, deliver the knowledge base and act as trainers/coaches/mentors for new teachers learning to work effectively with children living in urban poverty. Thirty-seven of the 40 individuals who entered the program since its inception in 1991-92 have completed all requirements and are teaching full time in the MPS.

[7] The project is actively building on the relationship with MATC, whose students are encouraged to attend either Alverno or UWM.

[8] Joanna Richardson. "The Unexpected Superintendent." *Education Week*, May 25, 1994, pp. 20-26.

[9] The Ability-Based Learning Outcomes are: Communication, Social Interaction, Analysis, Global Perspectives, Problem Solving, Valuing in Decision Making, Effective Citizenship, and Aesthetic Responsiveness.

[10] The school has a Student & Family Support Center, a Work It Out Room, a Peer Mediation Room, and a Parent Empowerment Center. A hall bulletin board proclaims, "We're Making A GRAND Difference." Parent assistants offer coffee and cookies from 9:00 a.m. to 2:00 p.m. and help out with attendance, which is a problem. Grand Avenue is also open three nights per week as a "lighted schoolhouse," an initiative of the mayor. As part of the New American Schools initiative, Grand Avenue believes every child can be successful; there are few pull-out programs. The curriculum is organized thematically and changes every 12 weeks. Next year the school joins nine others in Milwaukee piloting a school-to-work transition program.

BEST COPY AVAILABLE

APPENDIX A-9

Pathways to Teaching Careers Program

at Cleveland State University

FACT BOX

Pathways to Teaching Careers Program at Cleveland State University
Started in 1993, Tomorrow's New Teachers operates at Cleveland State University, an expansion site for the DeWitt Wallace-Reader's Digest Fund's Pathways to Teaching Careers Program. It was created to increase the pool of potential teachers of color.

Funding Source(s): DeWitt Wallace-Reader's Digest Fund, Cleveland City School District, Cleveland State University

Total Annual Operating Budget (1993-94): Approximately $130,000

Participating District(s): Cleveland Public Schools

College Partner(s): None

Number of Participants: Approximately 8

Profile of Participants: 100% female; 75% African-American, 12% Asian-American, and 12% Hispanic

Criteria for Admission to Program (Cohort I):

- Employment by the CPS
- Outstanding classroom competence
- Minimum two years of higher education
- Minimum 2.75 GPA
- Passing score on the PPST
- Membership in an underrepresented group, and more

Program Characteristics:

- TNT provides tuition assistance through scholarships
- Participants continue to work full time while taking classes on a part-time basis
- Participants benefit from individualized support services that include academic advising, mentoring, and test preparation workshops

A District in a "State of Crisis"

The news from the Cleveland City School District is generally grim these days. In November '94 the *Cleveland Plain Dealer* reported the possibility of state receivership after two back-to-back tax levy defeats, and school officials were forced to pare $16.2 million from their budget on top of an earlier $84 million cut, placing the fate of (outgoing) superintendent Sammie Campbell Parrish's education reform plan in serious doubt. In March 1995, a federal judge declared the Cleveland school system, Ohio's largest, to be in "state of crisis" and turned over total control of the district to the state schools chief.[1] But, there is at least one bright spot in this otherwise discouraging picture. The district has taken steps to add generous portions of diversity and expertise to the teacher workforce, improvements from which Cleveland's schoolchildren stand to benefit for years to come—if layoffs by seniority don't shut the door to newly minted minority teachers. And it all began when a formidable and farsighted Cleveland paraeducator named Marian Ceasor and classified personnel director Alvin Evans put their heads together in 1990 for the creation of a paraprofessional career ladder. *(See discussion of union support for paraeducator career advancement leading to teacher preparation in Part IV.)*

Cleveland Paraprofessional Career Ladder

The Cleveland City School District has had a functioning three-track career ladder since 1992. The district defines the Paraprofessional Career Ladder as "a system of career options which afford paraprofessionals opportunities for professional growth and upward mobility in order to improve learning opportunities for students. Paraprofessionals will have opportunities to enhance their skills, knowledge and abilities, and improve the delivery of educational services by accepting additional responsibilities and duties. *Lastly, the system will provide choices so that paraprofessionals will be prepared to enter the teaching profession" (italics added).*

The district created the ladder with several goals in mind: addressing a projected general shortage of teachers; expanding the pool of future teachers of color; fostering community empowerment; promoting career advancement opportunities for paraprofessionals; and increasing their access to higher education.

Eligible employees include full-time paraprofessional personnel in the following positions: educational aide, instructional assistant, instructional aide, instructional technician, day care technician, building administrator's aide, school staff aide, parent education counselor, or parent technician.

Here's how Cleveland's career ladder works. Applicants make a voluntary commitment to participate for a minimum of one year. The teacher track ("T") is one of three options; paraprofessionals can also accumulate college credits without pursuing a degree or can enhance their level of performance and professionalism without enrolling in a college/university. The "T" track has five separate levels, the top level affording opportunities to attend college full time to complete course work leading to teacher certification and a position in the Cleveland City School District.

Candidates for Level I on the "T" track must have: a high school diploma or GED, a valid Ohio educational aide permit, one year of successful experience as a paraprofessional in the district, and 48 quarter hours (or 32 semester hours) from an accredited college or university. Level I candidates participate in the Paraprofessional Development Institute's core curriculum and develop and complete a minimum number of units of so-called "job targets" aimed primarily at the improvement of student learning outcomes. At higher levels the requirements become increasingly stringent. Thus, at Level V, a minimum of four consecutive years of employment in the district is required, plus 162 quarter hours (or 104 semester hours) of approved college credit, the ability to communicate effectively orally and in writing, and "excellent" performance ratings.

Paraprofessionals on the "T" track have the option of a) continuing to work and complete job targets for additional compensation, or b) applying for a leave of absence. Paid leaves are available for student teaching, a semester of full-time study, or professional study for the entire school year.

Fringe benefits remain in effect for paraprofessionals on leave; salary is paid at 50% of the hourly rate or the difference paid to the replacement paraprofessional, whichever is greater. Participants receive $1,000 in tuition assistance per year and have three years to complete their studies.

Upon returning from professional study leave, an employee must teach in the district for at least two years. S/he is credited with one half the number of years of service as a paraprofessional in the district and placed on the corresponding salary step.

Alvin Evans, director of the Classified Personnel Division, and Johnnie Mae Jones, paraprofessional chapter chairperson, are current cochairs of the Career Ladder Committee. The district personnel office and the union share responsibility for distributing information about the program to interested paraprofessionals. Although incentives are in place to help ease the financial burden, other barriers have yet to be entirely eliminated, such as lack of institutional flexibility (e.g., scheduling of college courses, accepting credits for academic subjects and life experiences); poor articulation agreements between two- and four-year institutions; and credentialing procedures. Evans and Jones have seen some changes in teacher-preparing institutions as a result of their program. "Institutions are more receptive to working with paraeducators," they report. "Some have sought funding to provide opportunities for paraeducators and are generally more sensitive to their needs."

Once accepted for the program, few participants drop out (5%). According to Evans and Jones, what makes the program strong is the combination of high-quality participants (paraprofessionals outperform traditional teacher education students, they say) and generous incentives. Seven had finished the bachelor's degree and earned teaching credentials by spring 1994. At that time, 54 paraprofessionals (all females but one) were on the career ladder. They averaged six to 15 years of classroom experience. The youngest participant was 29 and the oldest was 67. Thirty-one of the 54 were African-American, nine were Asian-American, six were Latino/Hispanic, and eight were white paraprofessionals.

The district invests about $100,000 per year in the program. If increased funding were available, the Career Ladder Committee would expand the program to serve more paraprofessionals at more sites, work with additional higher education partners, provide more incentives, increase program staff, and offer staff development opportunities.

Tomorrow's New Teachers

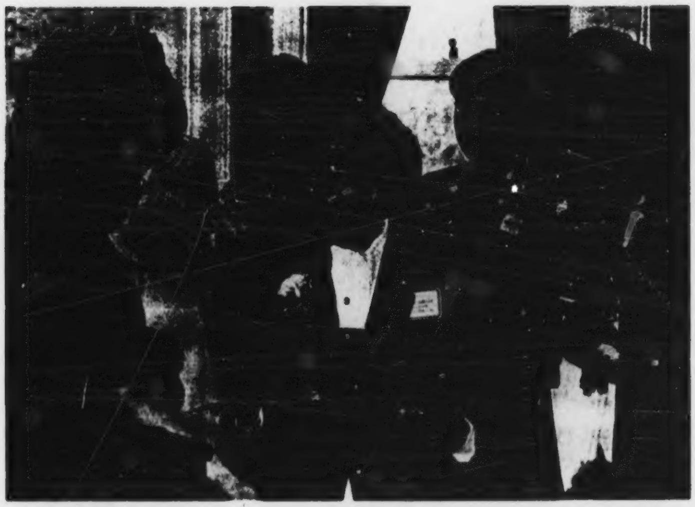
Cleveland State University (CSU) is one of the local postsecondary institutions cooperating with the district on career advancement for paraeducators on the "T" track. Eight Cleveland-area paraprofessionals were selected for Cohort I of the TNT program (Tomorrow's New Teachers) in 1993-94, when the university became an expansion site for the DeWitt Wallace-

Reader's Digest Fund's Pathways to Teaching Careers Program. Like other Pathways programs serving paraeducators, TNT was created to increase the pool of potential teachers of color, to address a projected shortage of bilingual educators, and to improve access to higher education. *(See Foundation Sponsorship, Part IV, for a complete description of the Pathways program.)* Associate dean of the College of Education Nancy Klein directs the program. Connie Sallee is program coordinator.

TNT targets mature paraprofessionals who have demonstrated outstanding classroom competence and have accrued at least two years of higher education, with a minimum 2.75 GPA. The eight women in Cohort I (six African-Americans, one Asian-American, one Hispanic) are between 32 and 55 years of age and have between four and 20 years of classroom experience. In addition to exemplary academic and employment records, eligibility criteria include: a passing score on the Pre-Professional Skills Test (PPST); eagerness to enhance one's instructional skills; commitment to the principle that quality education is every child's right; desire to grow toward professional excellence and educational leadership; and membership in an underrepresented cultural/ethnic group.

Participants continue to work full time while taking courses on a part-time basis. To enable them to complete the program within the four-year time limit, TNT provides tuition assistance through scholarships ($3,132 per year). Programmatic support via an array of individualized services includes: academic advising, mentoring by an experienced public school educator (selected by the paraprofessional herself), test preparation workshops, and other activities geared to individual student needs, as specified in the Individualized Education Plan.

The design of the program was influenced heavily by its successful predecessor, the TLC program (Teaching Leadership Consortium of Ohio), which targeted nontraditional students, including instructional aides, and was initially funded by the Ford Foundation. Nancy Klein credits much of TNT's design to interested faculty and three TLC participants—all instructional aides who went to Cleveland State to become teachers—whom she invited to tell her "what absolutely has to be in the new program." Heeding their advice, she built in guest lectures, social events, a designated meeting place (the TNT lounge) fitted out with sofas and a computer, and ongoing personal communication with the program coordinator. Staff support was high on



▲ *CSU Pathways Scholars, faculty and staff*

Marian Ceasor is one of the TLC participants who guided the design of the TNT program, and in the estimation of CSU associate dean Klein, is "probably as bright a student as I've ever had in the College of Education." Ceasor was recently recruited by the American Federation of Teachers to work in the national office's (Washington, DC) Educational Issues Division. A paraeducator in the Cleveland Public Schools system from 1963 to 1993 and first cochair (and cocreator, with Alvin Evans) of the Cleveland Paraprofessional Career Ladder Committee, she found it hard to leave Cleveland, but saw working for the AFT as "an opportunity to do something wonderful for other paras." Still a participant in the TLC program, Ceasor expects to graduate from Cleveland State University. While she insists that the university courses have all helped her, Ceasor's not afraid to challenge CSU professors and talk frankly with fellow students about the difference between methods courses and the realities of the classroom. Her goal as a teacher is to "empower children to take control of their own lives through acquisition of knowledge. I'm not a social worker riding in on my white horse to save children."

their list of essentials, especially support in terms of assistance in reflecting on instruction and on the interface of university course work and learning theory with day-to-day classroom management. Although Dr. Klein wrote into the grant $10,000 per year for student assistance with transportation, books, and child care, they proved not to be the serious roadblocks she anticipated for Cohort I students.

TNT piloted a specially designed "Issues in Urban Education" course during TNT's first quarter term. CSU assistant professor Joan Baker, a former Cleveland Public Schools teacher who designed and taught the course, described the experience as "cathartic" for the eight students: "They have many similar experiences to share, such as their education during the formative years and how they came to be college students again. It seemed important that they discover these things about one another." In addition to reflection on and sharing of experiences, the seminar involved, among other things: viewing the social issues impinging on contemporary education from the perspective of both children and professionals; employing different methods and modalities of learning, classroom interaction, writing as a process, think alouds, read alouds, critical and creative thinking, and all modes of the language arts; examining various curricular plans, teacher-learner approaches, and classroom management strategies; assessing assigned tasks in various ways (self-evaluation, peer evaluation, teacher-student conferencing, etc.).

As part of the course, Dr. Baker asked the TNT students to develop pamphlets for parents of students in their classes. For example, one pamphlet, called the "Child-Centered Educational System," offered a coherent explanation of how the school, administration, teaching staff, and classroom all centered around each child's individual learning needs.

Concurrent with the urban issues seminar, CSU assistant professor Karen Westphal conducted a course to prepare students for the PPST. Dr. Westphal detected a difference in this group compared to other students she's taught in similar courses. "They gripped it individually and as a group; they supported one another," she reported. "They seemed able to apply lessons to themselves immediately and to the students in the schools where they are working. The fact that they had a consistent amount of college background meant they all came to class at roughly the same level."

CSU assistant professor Lynne Hannah taught the Saturday advisory seminar, a course aimed at building a feeling of camaraderie among program participants. The students told RNT how much they valued the opportunity to come together, share ideas, and help one another out on Saturdays. To professor Hannah, the students are "a joy, absolutely wonderful to work with."

> *They are very serious about succeeding at this. For instance, I had them reading Jerome Bruner's paper on insight—tough reading for anybody. Even though one of the students said she had to read it several times, she concluded, "This is going to help me grow." They are willing to work as a group, listen to one another relate incidents from their classrooms, and comment on the stories in a caring manner. They're actively trying to make sense out of it all, proactive about getting as much out of the process as possible.*

TNT strives for a balance between cohort identity and mainstreaming, rather than an entirely separate program. According to Sallee, both Baker's and Hannah's courses and the TNT lounge help to reinforce the group feeling, while other course work and activities immerse students in university life. Mrs. Sallee tells TNT students to see themselves as "traveling in two arenas, as special DeWitt Scholars on the one hand, and as matriculated CSU students on the other." She can cut some red tape for them, but once in classes, they have to meet the same expectations as all other students. In Sallee's view, they give as much as get.

> *I think their perspective, their very presence enriches classes. Faculty tell me how good these students with their wealth of experience are for other students. These women have been teaching as instructional aides for practically longer than those kids have been alive.*

CSU Pathways Scholars

CSU's recruitment efforts for Cohort I, helped along by the district personnel office, teachers and administrators at school sites, and the union, targeted only paraprofessionals employed by the Cleveland Public Schools. Of 87 applicants, 36 did not have the basic qualifications. Of the remaining 51 applicants, 25 appeared to be eligible but never completed their credential files. Of the 26 who were eventually interviewed, ten were accepted for participation; two withdrew, leaving a cohort of eight.

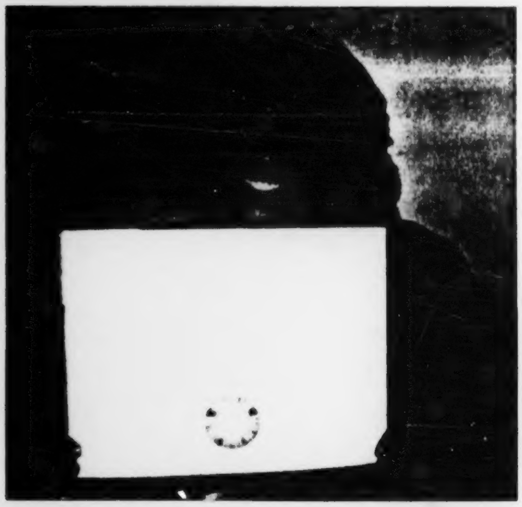
Klein and Sallee's experience in the first round led to changes in the way they recruited for Cohort II (19 culturally diverse TNT students slated to begin in September 1994). Casting a broader net, they also marketed the program outside Cleveland in five suburban districts, allowed Head Start instructional assistants and substitute teachers in permanent or open positions to apply, and welcomed applications from individuals with bachelor's degrees who can complete certification requirements within the two-to-three-year time frame. They've admitted some students conditionally, paying tuition for summer courses but predicating acceptance into the program on their GPAs. Two parent coordinators who want to get certified are particularly promising applicants.

While Klein and Sallee admit to being slightly disappointed by the small size of Cohort I and the dearth of males, they are truly delighted by the quality of the students. Klein enthuses, "This first group of paras are stars, every one. I see them as future education leaders, some of them getting advanced degrees in urban education." Sallee agrees wholeheartedly and shares Klein's concern that the next cohort will not match the first for uniformly high quality.

> *Many of the very best Cleveland paraeducators are older, and unlike three or four older members of the first cohort, seem satisfied with their lot and may not be ready to commit to going back to school and doing all that hard work. Another large group of paraprofessionals might be terrific future teachers but do not have the academic qualifications to enter this particular program. Many lack the required two years of college work, or too much of their course work is entirely unrelated and could not be applied to their major. Even if we bend the rules ever so slightly, as we did for one woman in the first group who's hanging in there by the skin of her teeth (she is going to make it), I wonder how many more like her there are out there?*

Generous praise for Cohort I comes also from Livesteen Carter, principal of the John F. Kennedy High School, where two of the TNT participants, *Mary Harpe* and *Velma Pettiegrew*, work as paraprofessionals. Both have 20 years of classroom experience.

▼ *CSU Pathways Scholar Velma Pettigrew joins National Honor Society*



> *They were great individuals before, but already I see a difference. They walk with pride. They are picking up lessons here at the university and taking them back to our school—for instance, the emphasis on "all students can learn." They are picking up on that and trying to integrate it with their activities at JFK.*

Carter values the perspectives and experience of Harpe and Pettiegrew and treats them as full-fledged members of JFK's school renewal planning team. Three years ago, Harpe made a start on the district's career ladder. She gave herself five years to obtain her license, but finances were a big obstacle and she didn't know how far she'd get. The Pathways program "was the answer to a prayer. With just a year and a quarter left, I can see the light at the end of the tunnel . . . and it makes me feel great. My ultimate goal is to make an impact, to be a strong, positive teacher who helps children achieve, no matter what it takes to reach that goal. So I will put in whatever time, effort, money, whatever it takes. The hardest thing will be realizing I'm not their mother—I'm a 'people person' and I just can't help that."

A brochure from Alvin Evans' personnel office brought JFK aide Velma Pettiegrew to CSU after she earned her associate's degree. She particularly appreciated the opportunity to brush up on her writing skills in Baker's urban education course. The high standards she sets for herself are not lost on her students at JFK. "Sometimes I do homework and I explain to them what I'm doing. And I say, 'I'm 40-something and I'm trying to get an A in a college class. Don't let a 40-year-old woman outdo you!'"

Gloria Lennings is another TNT star. Mrs. Lennings runs her high school's prescriptive learning lab, a computer network that offers students remedial instruction and individual attention. She bases her math and communications curricula largely on real-world applications, and has a knack for reassuring and motivating students by saying, "We all make mistakes. I do all the time. You tell me when you spot a mistake that Mrs. Lennings makes." Over a four-year period, her students made significantly higher gains than the students in all other such labs in Cleveland high schools. At first, the other lab directors suspected her of pegging her students' skills at a very low level in order to demonstrate improvement; some believed she must have had all honors kids in her classes. Finally, having concluded that the students' achievement meant that Mrs. Lennings was actually very good at what she does, the district invited her to write a manual for the other directors' use and to lead workshops for teachers. Although these activities are not part of the normal job description for a paraprofessional, her principal has told the district that when they can find a licensed teacher who can do what Gloria Lennings does, he will be happy to use that person. So far, the district has not produced someone with equivalent skills. Mrs. Lennings is awfully modest about her accomplishments: "I don't know how much I have to do with it. I'm really just a guide, and the students do all of the important work."

Continuing the TNT Journey

Would TNT participants strive to become teachers even if the DeWitt Wallace-Reader's Digest Fund didn't smooth the career pathway for them? The members of Cohort I who pondered RNT's question were somewhat divided in their response. Mary Harpe, for one, was sure she'd have kept plugging along on the "T" track of the career ladder until she eventually finished her degree—acceptance into the TNT program allowed her to speed up the process dramatically. The others weren't so sure they'd have persevered without TNT's help. One has six children, others are single parents and the sole support of their families. TNT tuition assistance makes a huge difference to them, but it's not the only form of support they count on—mentoring, peer support, and advising from faculty and the program coordinator are equally important. When these women talk to other paraprofessionals about career advancement, they hear "all kinds of reasons" why it's difficult, such as having five children and being able to afford only one class at a time. These comments suggest that without a career ladder and support from a program like TNT, few Cleveland paraprofessionals are able on their own to advance into the teaching ranks, and those who attempt the journey are alone on the road for a long, long time.

A definite incentive for participation in the program is the district's commitment to give preference in hiring to TNT graduates. Equally important, upon employment as a teacher, a graduate's starting salary is set at a step reflecting half her total years of employment in the system. However, the recent failure of two tax levies in quick succession and monstrous budget cuts over an 18-month period have already resulted in layoffs for some of the TNT students (they went on unemployment and remained in the program). The bleak fiscal picture could weaken the district's guarantee to hire program graduates were it not for their stellar references and solid work experience in the district, and the fact that Cleveland is desperate for well-prepared minority teachers.

In its first year of operation, TNT's $130,000 budget derived primarily from a DeWitt Wallace-Reader's Digest Fund grant and from CSU and district contributions. The university's in-kind commitment to the program is sizable—Klein's time, faculty input, and student services are contributed, as are overhead costs. The impact of district-wide layoffs has presented an unexpected resource allocation dilemma for TNT's director and coordinator. While it's clearly advantageous for laid-off paraprofessionals to attend CSU as full-time students, this change in status strains the budget by requiring Klein and Sallee to dole out larger amounts of tuition assistance over a shorter period of time. Also unresolved is the question of career ladder and TNT eligibility once a paraprofessional is laid off.

In addition to the depth of commitment evinced by the institutional partners, TNT's other strengths include the following:

- Program leadership – Says Klein, "Connie is spectacular. The program has done magnificently because she takes care of it, she just takes care of it."

- Opportunity to influence CSU's teacher education programs – For example, by offering the successful seminar in urban education to all preservice students, as well as by mixing special cohort-building experiences and classes tailored to participants' needs with immersion into the CSU mainstream.
- Camaraderie – Dr. Y. Nona Weekes, of the Bank Street College of Education, who directs a cluster of Pathways to Teaching Careers programs for the DeWitt Wallace-Reader's Digest Fund, considers TNT's team-building emphasis to be "the signal achievement of the program thus far," one other programs would do well to emulate.
- Approach to mentor selection – Each student picks someone with whom she already has a productive working relationship, someone whose teaching style and philosophy she respects. Trusting each paraprofessional to select the right mentor appears to have worked out well for the current crop of TNT participants and has had the effect of encouraging deeper involvement by the mentors because they all know they were handpicked by their mentees. (Mentors are neither compensated nor formally trained, though they are invited to certain receptions and official TNT functions.)
- And, last but not least, the skill or good fortune in recruiting an outstanding and diverse first cohort of participants, who are to a person committed to the community, experienced, talented, and excited about teaching in new and reflective ways.

While pleased with the progress of their program thus far, Sallee and Klein are quick to acknowledge what's needed for continued success. At the top of their list are: secure and increased funding, better marketing techniques, more support services. They hope for comprehensive program evaluation. They'd like to see networking among university faculty and administrators who deal with paraeducators. Bottom line? They've no doubt that the investment in each of the Pathways Scholars will reap rich benefits.

Note

[1] See Ann Bradley. (March 15, 1995). "'Crisis' Spurs State Takeover of Cleveland." *Education Week, XIV* (25).

APPENDIX B

Methodology

The DeWitt Wallace-Reader's Digest Fund asked Recruiting New Teachers, Inc. to study the growing number of programs throughout the country designed to assist paraeducators on pathways to teaching—particularly their impact and potential for expanding the diversity and cultural sensitivity of the nation's teaching pool. The Fund's objectives for the study included:

- assessing the current state of programs designed to help paraeducators proceed along pathways into the teaching profession;
- determining the most significant models and their effectiveness;
- examining variation in state education agency standards and licensure requirements;
- identifying major funders working in this area and the size and scope of their work;
- recommending grant-making strategies and ideal funding levels to the Fund; and
- engaging in follow-up activities (publication, dissemination, and a national conference) in collaboration with the Fund.

A National Advisory Board (*see page iv*) provided feedback on project design, assisted with outreach and identification of notable programs and models, and put preliminary findings of the study under pressure prior to final publication. Research methods included a comprehensive literature review, as well as the development of an extensive survey instrument to collect program data. Survey topics included: program creation; participants; admission requirements, curriculum, support services, staffing, and other characteristics; budget and funding sources; outcomes; evaluation, and more (*see Appendix C for survey specimen*).

More than 9,000 progam surveys were distributed (1,500 to deans at SCDEs; 5,000 to administrators in the nation's largest urban, suburban, and rural school districts; and the remainder to select mailing lists, e.g., minority teacher recruitment consortia, unions, professional organizations, and Recruiting New Teachers' own database of contacts). Follow-up postcards were sent to encourage response.

State education agencies were also surveyed (by mail and telephone), and a scan of foundations was conducted based on grant makers identified in the program survey and foundations identified in a search of the Council of Foundations' database to ascertain the nature and extent of foundation investments in teacher preparation for paraeducators.

Nine site visits were conducted to study paraeducator-to-teacher programs in depth: the University of Southern California's multisite Latino Teacher Project; California State University/Fullerton's Teacher Track Project, the State of Connecticut's multisite Teaching Opportunities for Paraprofessionals program; New York City's multisite Career Training Program; Milwaukee's Pathways to Teaching Careers Program and Alverno College's Educational Assistant Degree Completion Program; the Navajo Nation's multisite Teacher Education Program; Cleveland State University's Pathways to Teaching Careers Program; Northeastern Illinois University's two programs to prepare bilingual special educators; and the North Carolina Model Teacher Education Consortium's multisite program.

A matrix was created to ensure that sites visited reflected the diversity of program types encountered in our survey data. (*NB: Site visit profiles may be found in Appendices A-1 through A-9.*) Sample criteria for site selection included: location; size; number of years in operation; program focus (e.g., special education, bilingual education, Native American); state or tribal sponsorship; foundation support; school/college collaboration; multiple sites; formal career ladder option, etc. Site visit interview protocols were created targeting a range of respondent roles at each site—program participants and graduates, program coordinators, college/university faculty, school district administrators and teachers, and, wherever possible, state or tribal education agency officials and union representatives.

APPENDIX C

Teacher Preparation Programs for Paraeducators

A National Survey Conducted by Recruiting New Teachers, Inc. for the DeWitt Wallace-Reader's Digest Fund

I. GENERAL INFORMATION

1. Name of project/program ______________________
2a. Project/program director or coordinator __________
2b. Title ______________________________
3. Address ____________________________
City _____________ State _____ Zip ________
4. Telephone number ________ Fax number ________

5a. Name of agency or institution ("lead institution") responsible for day-to-day management or coordination of the project. (Consortium partners, funders, and other affiliates will be addressed in items 11 and 12)

5b. Type of organization (lead institution):

Public	120 (81%)
Private	28 (19%)
School	4 (3%)
School system	27 (18%)
State department of education (specify)	6 (4%)
Four-year college/university	99 (66%)
Community college	9 (6%)
Consortium (specify)	8 (5%)
Teacher union/paraprofessional association	0 (0%)
Other	14 (9%)
No answer	3 (2%)

5c. Geographic area served by program:

Urban	110 (74%)
Suburban	44 (30%)
Rural	47 (32%)
No Answer	2 (1%)

5d. Program focus (check all that apply):

Elementary	116 (78%)
Middle	76 (51%)
High School	64 (43%)
Special Education	71 (48%)
Bilingual Education	58 (39%)
Content Specialization	19 (13%)
No particular grade/curricular focus	11 (7%)
Other	36 (24%)
No answer	1 (1%)

5e. Please provide a brief narrative description of the program.
Person responsible for completing this questionnaire (if different from item 2a above):
Name ______________________________
Title ______________________________
Address ____________________________
Telephone number ________ Fax number ________

Note: Because of rounding, totals may not equal 100%.

II. PARTICIPANT INFORMATION

6a. Average years of classroom experience (estimated) of paraeducators currently in the program:

1 - 3	21 (14%)
4 - 5	40 (27%)
6 - 15	70 (47%)
16 - 25	8 (5%)
More than 25	1 (1%)
No answer	9 (6%)

6b. Paraeducators' work experience in classrooms ranges from __ years (least experienced individual) to __ years (most experienced).
Replies: 133; From Mean=2; Minimum=0; Maximum=24; to Mean=15; Minimum=2; Maximum=29

7a. Average age of current participants:

17 - 19	0 (0%)
20 - 25	7 (5%)
26 - 30	22 (15%)
31 - 35	60 (40%)
36 - 40	41 (28%)
41 - 45	10 (7%)
46 - 50	1 (1%)
51 - 55	0 (0%)
Over 55	1 (.7%)
No answer	7 (5%)

7b. Age of current participants ranges from ___ years (youngest) to ___ years (oldest).
Replies: 126; Mean=25; Mininum=18; Maximum=55

8a. Gender of current participants:

Males:	Total: 1,540
Females:	Total: 7,522

Replies: 127

8b. Ethnicity of current participants:

African-American	Total: 1,640	(29%)
Native American	Total: 554	(10%)
Asian-American	Total: 273	(5%)
Latino/Hispanic	Total: 1,903	(33%)
White	Total: 1,310	(23%)

Replies: 123

III. PROGRAM CREATION

9. What year was your program established?

1993-94	34 (23%)
1992-93	22 (15%)
1991-92	25 (17%)
1990-91	19 (13%)
1989-90	18 (12%)
1988-89	6 (4%)
1984-88	8 (5%)
Before 1984	13 (9%)
No answer	4 (3%)

10. Why was your program created? (Check your five most important objectives.)

To address projected general shortage of teachers	67 (45%)
To address projected shortage of teachers in	
special education	46 (31%)
bilingual education	50 (34%)
math	17 (11%)
science	16 (11%)
other curriculum areas	10 (7%)
To expand pool of potential teachers of color	117 (79%)
To expand pool of potential male teachers	19 (13%)
To develop teachers for 'low-performance' schools (i.e., schools with chronically low student achievement, poor attendance, high pupil mobility and drop-out rate, high turnover of teachers)	39 (26%)
To foster community empowerment	25 (17%)
To promote career ladders for paraeducators	99 (66%)
To increase access to higher education	80 (54%)
To respond to recent legislation	
federal:	3 (2%)
state:	14 (9%)
local:	2 (1%)
To boost college/university enrollments	8 (5%)
Other	43 (29%)
No answer	1 (1%)

11. Who or what were the primary sponsors behind the creation of your program?

State legislature	17 (11%)
State education agency (specify department(s))	25 (17%)
College or university	86 (58%)
School district/local board of education	62 (42%)
Individual school	2 (1%)
Individuals	4 (3%)
Foundation(s)	39 (26%)
U.S. Department of Education	32 (22%)
Teacher union/paraprofessional association	15 (10%)
Consortium (specify)	9 (6%)
Other	42 (28%)
No answer	0 (0%)

12. Does your program operate in partnership with another program or organization? (If so, please identify partner(s).)

None	25 (17%)
Business/corporation	8 (5%)
Community college(s)	29 (20%)
School district(s)	74 (50%)
Public 4-year college(s) or university	55 (37%)
Private 4-year college(s) or university	16 (11%)
Community-based organization(s)	4 (3%)
Teacher union/paraprofessional association	17 (11%)
State agency (specify department(s))	14 (9%)
Other	41 (28%)
No answer	4 (3%)

13a. If your program is based in part or whole on other models, please identify them and describe the program elements you adapted from each.

13b. Did you have outside "technical" assistance to develop your program?

Yes	33 (22%)
No	109 (73%)
No answer	7 (5%)

IV. PROGRAM REQUIREMENTS

14. What are the requirements for admission to the program? (Check all that apply.)

None	4 (3%)
State residency	16 (11%)
Employment as a paraeducator (for a minimum of ___ years)	93 (62%)
High school diploma or GED	64 (43%)
College credits (number required:___)	54 (36%)
Associate's degree	11 (7%)
Bachelor's degree	19 (13%)
Academic standing (GPA:___) for undergraduate work	62 (42%)
Passing score on entrance exam (e.g., preprofessional skills test)	32 (22%)
Other state requirements (explain:)	14 (9%)
Recommendations from supervisor, professor, and/or employer	96 (64%)
Interview(s)	83 (56%)
Personal statement	74 (50%)
Commitment to teach in same school/ district/state (for ___ years)	48 (32%)
Study full time	20 (13%)
Minimum SAT\ACT score	7 (5%)
Bilingual proficiency	22 (15%)
Minority status	43 (29%)
Other	114 (77%)
No answer	1 (1%)

15. Is there a time limit for participants to complete the program?

Yes (specify:)	67 (45%)
No	78 (52%)
No answer	4 (3%)

Note: Because of rounding, totals may not equal 100%.

BEST COPY AVAILABLE

16. If financial assistance is available to program participants, is there a cutoff point for continuing financial assistance eligibility?

No	24 (16%)
Yes, if academic performance is unsatisfactory	80 (54%)
Yes, when a certain amount of time in the program has elapsed	26 (17%)
Yes, after a total $ amount is reached	11 (7%)
Other	43 (29%)
No answer	12 (8%)

V. PROGRAM SIZE/OUTCOMES

17. Number of individuals being served this year (Please indicate both number and trend.)

1-10	28 (19%)
11-20	33 (22%)
21-50	45 (30%)
51-100	23 (15%)
101-500	15 (10%)
501-1000	0 (0%)
More than 1000	1 (1%)
No answer	4(2.7%)

Program size increased since last year	23 (15%)
Program size decreased since last year	10 (7%)
Program size remained the same	21 (14%)

18. How many individuals can the program *optimally* serve per year?

1-10	16 (11%)
11-20	23 (15%)
21-50	51 (34%)
51-100	31 (21%)
101-500	20 (13%)
501-1000	3 (2%)
More than 1000	1 (1%)
No answer	4 (3%)

19a. Were qualified individuals turned away for lack of space this year?

Yes	46 (31%)
No	96 (64%)
No answer	7 (5%)

19b. Were qualified individuals turned away for lack of funding this year?

Yes	67 (45%)
No	74 (50%)
No answer	8 (5%)

19c. Did you have difficulty finding enough interested applicants for the program?

Yes	16 (11%)
No	127 (85%)
No answer	6 (4%)

20. Number of individuals who entered the program since its inception
Replies: 129; Sum=26,643

21. Of all the individuals who have entered your program, what percentage do you estimate have dropped out?
Replies: 127; Mean=11%; Median=7%; Minimum=0%; Maximum=65%

22a. How many students have been graduated from the paraeducator program since its inception?
Replies: 122; Sum=10,076

22b. Of that number, how many program graduates have earned teaching credentials?
Replies: 111; Sum=8,603

23a. How many program graduates have been placed (i.e., hired to teach full time) since the inception of your program?
Replies: 111; Sum=9,332

23b. Are program graduates generally placed in teaching jobs in areas targeted by the program?

Yes	101 (68%)
No	4 (3%)
No answer	44 (30%)

VI. PROGRAM CHARACTERISTICS

24a. Type of program (check all that apply):

Entirely separate program serving a discrete group of paraeducators:

Yes	46 (31%)
No	69 (46%)
No answer	34 (23%)

Paraeducators are recruited to enter regular teacher preparation program(s):

Yes	110 (74%)
No	24 (16%)
No answer	15 (10%)

Part-time:

Yes	109 (73%)
No	28 (19%)
No answer	12 (8%)

Full-time:

Yes	75 (50%)
No	59 (40%)
No answer	15 (10%)

Course work mainly on campus:

Yes	108 (73%)
No	34 (23%)
No answer	7 (5%)

Course work mainly off campus:

Yes	34 (23%)
No	96 (64%)
No answer	19 (13%)

Weekend:

Yes	63 (42%)
No	64 (43%)
No answer	22 (15%)

Note: Because of rounding, totals may not equal 100%.

Day:

Yes	64 (43%)
No	64 (43%)
No answer	21 (14%)

Evening:

Yes	121 (81%)
No	19 (13%)
No answer	9 (6%)

Summer:

Yes	118 (79%)
No	15 (10%)
No answer	16 (11%)

24b. Average length of time to complete program: __ years
Replies: 133; Mean=3.6; Minimum=1.0; Maximum=10

25. Degree(s) to be earned (Check all that apply):

Licensure only/no degree

Yes	39 (26%)
No	85 (57%)
No answer	25 (17%)

GED

Yes	2 (1%)
No	121 (81%)
No answer	26 (17%)

Associate's degree

Yes	30 (20%)
No	102 (69%)
No answer	17 (11%)

Bachelor's degree

Yes	119 (80%)
No	24 (16%)
No answer	6 (4%)

Master's degree

Yes	32 (22%)
No	94 (63%)
No answer	23 (15%)

26. Licensure/certification to be obtained:

Initial/provisional/probationary

Yes	93 (62%)
No	23 (15%)
No answer	33 (22%)

Full

Yes	72 (48%)
No	21 (14%)
No answer	56 (38%)

27. Does the program provide incentives for participants? (Check all that apply and indicate average amounts awarded per participant where appropriate.)

None	11 (7%)
Scholarship/Tuition reduction or waiver ($ ____)	106 (71%)
Fees (reduction or waiver) ($ ____)	47 (32%)
Stipend/salary replacement ($ ____)	54 (36%)
Loan forgiveness (___ years of teaching required to fulfill obligation)	8 (5%)
Low-interest loan	9 (6%)
Books	60 (40%)
Transportation assistance	12 (8%)
Child care assistance	13 (9%)
Preference in hiring	37 (25%)
Other	109 (73%)
No answer	0(0.0%)

28. Estimated total dollar value of these incentives/awards to participants (for entire program) for current year:

Under $1000	7 (5%)
$1001 - $5000	22 (15%)
$5001 - $10,000	14 (9%)
$10,001 - $25,000	17 (11%)
$25,001 - 50,000	25 (17%)
$50,001 - $100,000	20 (13%)
More than $100,000	24 (16%)
No answer	20 (13%)

29. Does the program make the following accommodations to help participants make progress in the program?

Provide release time or substitute(s) when paraeducator attends college classes?

Yes	52 (35%)
No	90 (60%)
No answer	7 (5%)

Reduce the number of credits required for practice teaching?

Yes	30 (20%)
No	112 (75%)
No answer	7 (5%)

Arrange for paraeducators to alternate semesters of work and student teaching?

Yes	32 (22%)
No	101 (68%)
No answer	16 (11%)

Allow practicum to be completed at paraeducator's place of employment?

Yes	110 (74%)
No	31 (21%)
No answer	8 (5%)

Allow participants to maintain salary/benefits during practice teaching experience?

Yes	96 (64%)
No	46 (31%)
No answer	7 (5%)

Assess and allow credit for life experience/prior learning?

Yes	57 (38%)
No	83 (56%)
No answer	9 (6%)

Waive state requirements?

Yes	8 (5%)
No	132 (89%)
No answer	9 (6%)

Explain waiver(s):

Provide support to help participants meet state requirements?

Yes	113 (76%)
No	16 (11%)
No answer	20 (13%)

Make any other accommodations for participants? (describe)

Note: Because of rounding, totals may not equal 100%.

VII. PROGRAM SUPPORT SERVICES AND CURRICULUM

30a. What support services are provided while students are in the program?

None	2 (1%)
Support services are the same as for other teacher education students	47 (32%)
Support services are specially tailored to meet paraeducators' needs (check applicable services below:)	93 (62%)
Academic advising	121 (81%)
Academic tutoring	100 (67%)
Academic skill development courses	78 (52%)
English as a Second Language	30 (20%)
Alternative assessment options	23 (15%)
Teacher resource center	33 (22%)
Test preparation	68 (46%)
Mentoring (specify)	71 (48%)
Career/job counseling	58 (39%)
Personal counseling/support	87 (58%)
Cohort development	76 (51%)
Building self-esteem/motivation	68 (46%)
Child care services	29 (20%)
No answer	1 (1%)

30b. Does the program provide follow-up/support for program graduates?

None	21 (14%)
Assistance in job search and application process	73 (49%)
Guaranteed placement in school district	36 (24%)
Assistance to beginning teacher during induction year	58 (39%)
Other	27 (18%)
No answer	7 (5%)

31a. What are the distinctive characteristics or elements of the curriculum?

Entire curriculum is the same as for other teacher education programs	92 (62%)
Curriculum is modified for paraeducators (check distinctive elements below:)	40 (27%)
Required core of general education courses	38 (26%)
Required core of professional education courses	43 (29%)
Stresses clinical (classroom-based) experience	57 (38%)
Often engages participants in collaborative learning activities	52 (35%)
Emphasizes computer technology	29 (20%)
Stresses cultural sensitivity	57 (38%)
Stresses ability to address different learning styles	49 (33%)
Special education focus	25 (17%)
Bilingual education focus	36 (24%)
Other	25 (17%)
No answer	1 (1%)

31b. What means are used to deliver instruction/encourage learning? (Check all that apply.)

Self-paced courses	10 (7%)
Cohort of students moves as one through the program	63 (42%)
Paraeducators and other teacher education students take classes together	104 (70%)
Employs consistent teacher mentoring/advising	76 (51%)
Is consistently responsive to adult learning preferences/styles	60 (40%)
Uses innovative teaching techniques and practices (describe)	42 (28%)
Uses educational television (distance learning)	20 (13%)
Uses paraeducators as resources/advisors for other teacher ed students	34 (23%)
Other	49 (33%)
No answer	8 (5%)

32. Which of the following activities (in addition to course work) does the program feature? (Check all that apply.)

Field trips	40 (27%)
Guest lectures	92 (62%)
Social events	78 (52%)
Computerized networking, other use of technology	25 (17%)
Designated center/meeting place	53 (36%)
Supervised classroom experience	88 (59%)
Conference attendance	57 (38%)
Summer employment opportunities	15 (10%)
Newsletter, other publications	41 (28%)
Other	17 (11%)
No answer	12 (8%)

VIII. PROGRAM STAFFING

33. Staffing for your program includes:
Total full-time equivalent positions: 0 1 2 3 4 More
Mean: 2 (N=84)

Volunteer administrator(s)	28 (19%)
Full-time administrator(s) paid in connection with program	35 (24%)
Administrator(s) working part time in connection with program	68 (46%)
Volunteer faculty/counselors	34 (23%)
Full-time faculty/counselors paid in connection with program	38 (26%)
Faculty/counselors working part time in connection with program	73 (49%)
No answer	11 (7%)

34. What types of support does your program provide to college and/or school personnel who work with paraeducators in the program?

No specific training	49 (33%)
One-time general orientation	27 (18%)
Workshop series	29 (20%)
Curriculum development assistance	26 (17%)
Use of computer technology	9 (6%)
Release time	25 (17%)
Opportunities for college personnel and classroom teachers to confer	53 (36%)
Conference attendance/travel	33 (22%)
Other	19 (13%)
No answer	16 (11%)

(If workshop series is checked, please list topics.)

Note: Because of rounding, totals may not equal 100%.

BEST COPY AVAILABLE

IX. EVALUATION OF PARTICIPANTS

35a. How are paraeducators in the program evaluated? (Check all forms of evaluation used.)

Course grades	134 (90%)
Performance-based assessment (e.g., classroom observation)	98 (66%)
Standardized testing	52 (35%)
Portfolio assessment	64 (43%)
Other	25 (17%)
No answer	2 (1%)

35b. Evaluation is performed primarily by:

School principal	21 (14%)
College faculty member	123 (83%)
School district central office staff member	24 (16%)
Classroom teacher	61 (41%)
Peer evaluator	6 (4%)
Other	23 (15%)
No answer	3 (2%)

36. How well do participants in your program perform as students compared to other teacher education students, on average? Rate their performance (on average) using the following scale:

1=Less well 2=About as well
3=Outperform 4=Significantly outperform

General education courses	Mean: 2.2
Clinical (classroom-based) requirements	Mean: 2.8
Professional education courses	Mean: 2.5
Computer literacy	Mean: 2.1
Overall performance	Mean: 2.5

Replies: 120

X. PROGRAM MARKETING

37. How do prospective participants obtain information about your program? (Check all that apply.)

College teacher preparation program	56 (38%)
College career guidance services	26 (17%)
College academic advising services	44 (30%)
School/district personnel office	120 (81%)
School site (teacher, counselor, administrator)	90 (60%)
Teacher union/paraprofessional association	57 (38%)
City or state board of education	24 (16%)
Community-based organization	28 (19%)
Other	35 (24%)
No answer	2 (1%)

38. Marketing/recruitment tools (check all that apply)

TV, radio, or print ads	40 (27%)
Brochure/flier	121 (81%)
Poster	23 (15%)
Presentation	80 (54%)
Word of mouth	130 (87%)
K-12 teacher recommendation	56 (38%)
Principal recommendation	79 (53%)
Union recommendation	36 (24%)
Other	23 (15%)
No answer	5 (3%)

XI. BARRIERS TO PARAEDUCATORS' CAREER ADVANCEMENT

39. Which of the following are the toughest barriers for program participants? (Check no more than five and describe the strategies you're employing to help paraeducators surmount those barriers.)

Limited English proficiency	41 (28%)
Financial (e.g., tuition, need for salary replacement, books, etc.)	108 (73%)
Child care	51 (34%)
Transportation	29 (20%)
Lack of institutional flexibility (e.g., in course scheduling)	37 (25%)
Poor articulation agreements between 2- and 4-yr. colleges	14 (9%)
Denial of credit for work experience in schools	23 (15%)
Conflicts with teacher union contract/ collective bargaining agreement	2 (1%)
Licensure/credentialing procedures	24 (16%)
Fulfilling student teaching requirements	31 (21%)
Rural, remote, or inconvenient location	13 (9%)
Resistance to paraeducators becoming teachers (explain)	12 (8%)
Insensitivity toward adult learners/ nontraditional students	13 (9%)
The long haul to licensure, especially for postbaccalaureate credential	48 (32%)
Basic skills testing required for teacher preparation program entry	61 (41%)
Testing required for teacher preparation program exit	32 (22%)
Other barriers	28 (19%)
No answer	5 (3%)

XII. PROGRAM EVALUATION

40. How are the goals and activities of the *program* evaluated? (Check all that apply.)

Internal evaluation (performed by project coordinator or sponsor)	130 (87%)
External evaluation (evaluator unaffiliated with project or sponsor)	63 (42%)
Not evaluated	9 (6%)
No answer	0 (0%)

41. How often is the program evaluated?

Yearly	99 (66%)
Every two years	7 (5%)
Other	34 (23%)
No answer	9 (6%)

(Please attach any relevant and appropriate evaluation reports, if possible.)

42. Has your program generally met the objectives you identified in item 10?

All program objectives have been met (specify:)	64 (43%)
Some objectives have not been met (specify)	31 (21%)
No objectives have been met (explain below)	0 (0%)
Still too early to draw any conclusions	50 (34%)
No answer	5 (3%)

Note: Because of rounding, totals may not equal 100%.

43. Please indicate the three most important strengths of your program.

Outreach to prospective participants	59 (40%)
Quality of participants	56 (38%)
Curriculum	34 (23%)
Quality of staff	49 (33%)
Support services	41 (28%)
Incentives for participants	62 (42%)
Flexibility in scheduling	48 (32%)
Involvement in local community	22 (15%)
Accommodations/allowances made for participants	37 (25%)
Activities other than course work	27 (18%)
Collaboration with partner(s)	45 (30%)
Evaluation	7 (5%)
Follow-up services for program graduates	5 (3%)
Placement success	23 (15%)
Other	11 (7%)
No answer	5 (3%)

44. Please describe the three most important needs of your program.

Funding	110 (74%)
Marketing, public relations	18 (12%)
Professional development for college staff	19 (13%)
Professional development for school-based staff	18 (12%)
Curriculum development	19 (13%)
Support services for participants	72 (48%)
Program evaluation	13 (9%)
College faculty/administration support	25 (17%)
School faculty/administration support	15 (10%)
Teacher union/paraprofessional association cooperation	9 (6%)
Job placement information	13 (9%)
Assistance from state education agency	20 (13%)
Coordination among organizations, agencies	21 (14%)
Other	22 (15%)
No answer	3 (2%)

XIII. BUDGET/FUNDING SOURCES

45. Program's total annual operating budget (for 1993-94 or most recent fiscal year) $__________
Replies: 110; Mean=$149,923; Median=$100,000; Minimum=$2,000; Maximum=$2,000,000

46. Estimated *per person* cost of participants served in 1993-94 $_________

47. Please rank in order of contribution in 1993-94 the following funding sources (1 being the largest funder):

Federal government	Mean: 1.2 (N=42)
Name of source/law/program:	
State education agency	Mean: 1.3 (N=57)
Name of source/law/program	
School district sources	Mean: 1.8 (N=56)
Budget line item	18 (12%)
Other	27 (18%)
No answer	104 (70%)
College/university	Mean: 1.7 (N=86)
Department:	
Foundation(s)	Mean: 1.4 (N=39)
Name(s):	
Business/corporate donor(s)	Mean: 1.6 (N=9)
Name(s):	
Participant contributions/fees	Mean: 2.7 (N=27)
Describe:	
Teacher union/association	Mean: 3.5 (N=8)
Other (describe):	

XIV. PROGRAM REPLICATION AND INSTITUTIONAL CHANGE

48. Has your program served as a model for others? (If yes, please identify the programs.)

Yes	39 (26%)
No	82 (55%)
No answer	28 (19%)

49a. Do you plan to expand your program beyond its current scope?

Yes	98 (66%)
No	42 (28%)
No answer	9 (6%)

49b. If yes, how do you plan to expand the program?

Serve more paraeducators at current site(s)	63 (42%)
Serve more paraeducators at additional site(s)	57 (38%)
Increase program staff	19 (13%)
Change the curriculum	14 (9%)
Provide more incentives	21 (14%)
Offer staff development opportunities	20 (13%)
Use computer technology	23 (15%)
Work with more higher education partners	26 (17%)
Work with more school district partners	47 (32%)
Other	23 (15%)
No answer	47 (32%)

50. What criteria are used to choose the schools where participants perform their practice teaching? (Check all that apply.)

Same schools where participants are employed as paraeducators	73 (49%)
Same schools but different classroom assignments	41 (28%)
Different schools from those where participants work as paraeducators	41 (28%)
Schools that are actively engaged in school reform efforts	21 (14%)
Location most convenient	34 (23%)
Expose participants to a variety of classroom types	43 (29%)
Other selection criteria (please describe)	
No answer	38 (26%)

51a. Has your program brought about any changes in teacher preparation/induction programs at sponsoring or collaborating colleges?

Yes	56 (38%)
No	72 (48%)
No answer	21 (14%)

If yes, please describe:

Note: Because of rounding, totals may not equal 100%.

BEST COPY AVAILABLE

51b. Has your program brought about any changes in teacher preparation/induction programs at sponsoring or collaborating school districts?

Yes	41 (28%)
No	81 (54%)
No answer	27 (18%)

If yes, please describe:

52. What five forms of support from government or private philanthropy would help your program? (Please check off the five most important.)

Direct financial aid to participants	99 (66%)
Direct financial support for programs	107 (72%)
More support at the school district level	59 (40%)
More support at the college/university level	73 (49%)
More national attention to teacher development generally	54 (36%)
More national attention to paraeducators becoming teachers	85 (57%)
More communication/networking among paraeducator programs	47 (32%)
Better support generally for the teaching profession itself	71 (48%)
Research demonstrating program effectiveness	61 (41%)
Other	15 (10%)
No answer	2 (1%)

XV. ADDITIONAL COMMENTS & REFERRALS TO OTHER PROGRAMS

Please attach sheets to share additional comments regarding the nature or effectiveness of your program or to make general observations about teacher preparation programs for paraeducators.

Referrals to any other teacher preparation programs for paraeducators in your region would be greatly appreciated.

Thank you for your cooperation!

Please return the completed form in the enclosed postage-paid envelope as soon as possible (and no later than May 20) to:

Dr. Elizabeth Fideler
Director of Policy
Recruiting New Teachers, Inc.
385 Concord Avenue
Belmont, MA 02178

Attach program materials/reports if available. For more information, please call (617) 489-6000. You may also fax your completed survey to (617) 489-6005.

Note: Because of rounding, totals may not equal 100%.

APPENDIX D

Strategies to Help Paraeducators Surmount Barriers to Career Advancement

(per project director recommendations)

Ways to Cope with Bureaucracy & Red Tape

- Do registration paperwork for paraeducators
- Assist with application for credentials
- Review transcripts
- Modify admissions requirements
- Facilitate registration for needed university classes
- Purchase classes to ensure sufficient places for participants
- Work closely with consortium members, agencies involved
- Mediate between university and school sites
- Push for greater university flexibility, e.g., extended day course scheduling; time limit for program completion
- (In rural areas) Locate classes, workshops in remote areas where participants live, or strategic geographical areas; professors, advisors travel to sites
- (In urban areas) Hold classes, workshops at school sites, central locations
- Use interactive television network for access without travel
- Place paraeducators in schools close to the university to reduce travel
- Handpick culturally sensitive instructors
- Allow flexible work schedule, job sharing
- Start summer program for student teaching, other required course work
- Offer parallel to daytime required course lineup on weekends
- Permit leave-of-absence from jobs for full-time students
- Maintain salary, health benefits during practicum
- Rotate staff, hire substitutes to fill in for paraeducators whose placements, classes take them out of their regular classrooms
- Smooth the transition from community college to university (advisement)
- Develop or expand district "grow your own" teacher training programs

▼ *Navajo teacher aides attending UNM/Gallup*

Academic and Student Support Services

- Orient, acclimate students to the college/university
- Assess/diagnose skills
- Tutor (one-to-one and small group) for exams and assignments
- Offer test preparation for basic skills (entry) and exit testing (e.g., NTE)
- Provide study materials, test-taking strategies (use of learning resource center)
- Form cooperative study groups in which students work on assignments together and provide mutual support
- Provide special sections for mathematics instruction, writing skills
- Set up collection of materials, resources in central location (lending library)
- Give ESL classes
- Give bilingual classes
- Recruit retired minority teachers as mentors/tutors
- Recruit program graduates as mentors/tutors
- Offer financial aid workshops
- Create strong support system for nontraditional (adult) students with family and community commitments
- Provide counseling, other student services
- Provide faculty mentoring
- Encourage peer group support; build cohort solidarity with regular meetings and networking
- Build "learning community" (weekly seminars)
- Hold project socials and family support sessions
- Sponsor cultural activities

Professional Development

- Visit job sites to give paraeducators status in their schools as future professionals
- Invite supervising teachers to selected workshops; honor them for their help
- Model successful teaching
- Underwrite paraeducators' attendance at professional conferences, meetings, presentations
- Explore professional issues and experiences in seminars and workshops (ongoing)
- Encourage students to produce (culture-specific) teaching materials

Advocacy

- Work with community leaders promoting the program
- Lobby/politicize using grassroots support statements; address and refute stereotypes
- Advocate changes to state requirements
- Change college/university attitudes

APPENDIX E

Workshop Topics for Staff

Gender Issues; Cultural Diversity; The Urban Educator (Lesley College's Pathways to Teaching Careers Program)

Writing; Curriculum Integration; Financial Aid; Student Teaching (Northern Arizona University's Navajo Nation Teacher Education Program)

Teaching as a Career; Multicultural Classrooms (Humboldt State University's Minority Opportunities for Successful Teaching Program)

▼ *Sheryl Huntley, Regents College, Growing Our Own*

Alternative Certification—What it Means; Mentoring Teacher Interns; Meeting Competencies Through Internships (California State University/Fresno's Teacher Internship Program)

Implementation of the State Framework (Los Angeles Unified School District's Intern Program)

Developing a Partnership (classroom teachers and paraeducators as partners) (Los Angeles County Office of Education)

Communication in Human Relationships; Deaf Culture and Deaf Relationship; Hearing and Deaf Relationship; American Sign Language Storytelling; American Sign Language and Deaf Education (Western Maryland College's Deaf Paraeducator Training Project)

Needs Assessment (Fort Lewis College's Navajo Nation Teacher Education Program)

Cooperative Learning; Instructional Technology (Chicago State University's Bilingual Educators for Chicago Schools)

BEST COPY AVAILABLE

Conferring and Giving Feedback; Observation Techniques (University of Maryland/College Park's Creative Initiatives in Teacher Education Program)

Alternative Delivery Systems; Modules Development (Harris-Stowe State College's Pathways to Teaching Careers Program)

Authentic Assessments (University of St. Thomas' Collaborative Urban Education Program)

Self-esteem; Adult Learning (Winston-Salem State University's Minority Teaching Assistants Program)

Legal Issues; Cultural Sensitivity (Temple University's Paraprofessional Teacher Certification Program)

A Better Alternative for Low-achieving Students; Celebration of American Diversity; Multicultural Techniques; African-American Curriculum for Preschool and Kindergarten; Classroom Management; Teaching Mathematics and Science to Urban Students; the Comer-Zigler Model (Norfolk State University's Pathways to Teaching Careers Program)

Motivation for Exams; Cognitive Teaching Skills; What Really Happens in the First Year of Teaching?; The Interview Process; Effective Instruction for the African-American Urban Child; Effective Multicultural Educator; Adapting Gifted Methods to the Urban Classroom (Old Dominion University's Pathways to Teaching Careers Program)

Use of Software for Individualizing Students' Basic Skills; Teacher Certification Standards and Test Taking; ETS Learning Plus; The Algebra Project (Medgar Evers College/CUNY's Bachelor of Arts Degree Program, Special Education Program, and Associate of Arts Degree Program in Teacher Education)

New Trends in DC Public Schools; Restructuring Our Schools' Curriculum; How to Apply for a Teaching Position (DC Public Schools' Systematic Teacher Preparation Program)

APPENDIX F

Additional Recommendations

Beyond the conclusions identified in Part V, it is clear that paraeducator-to-teacher programs could benefit from a range of additional governmental, institutional, philanthropic, and programmatic supports. The following recommendations are offered in the hopes of stimulating stronger policies for teacher recruitment, development, and diversity nationwide; and ensuring that paraeducator-to-teacher programs achieve their full potential on behalf of a more diverse, qualified, and culturally responsive teaching force.

Federal Government

- Maintain or expand federal support for paraeducator-to-teacher programs already established by Title I, Title II, OSEP/OSERS, OBEMLA, Bureau of Indian Affairs, and the Office of Postsecondary Education;
  - Continue to use FIE and FIPSE grants to develop innovative paraeducator-to-teacher programs and consortia;

▼ *Beverly Hayes, Regents College, Growing Our Own*

- Include paraeducator-to-teacher programs as fundable activities under National Science Foundation State Systemic, Rural Systemic, and Urban Systemic Initiatives;
- Create an omnibus Education Professions Development Act 2000, establishing a comprehensive package of grants to establish state and local programs, including:
  - Teacher Corps;
  - Revived Paul Douglas Scholarships; and
  - A revitalized Career Opportunities for Paraprofessionals Program;
- Ensure that financial aid is available to part-time students so as not to penalize adult learners;
- Allow a higher percentage of federal work-study dollars to support part-time students as well as student teaching experiences in the schools (as service);
- Include paraeducator-to-teacher program representatives in Department of Education-sponsored activities, such as the Goals 2000 Teacher Forum and OERI-sponsored teacher development activities.

State Departments of Education

- Develop comprehensive policy frameworks for coherent teacher recruitment, development, and diversity across the career continuum of the professional teacher;
  - Conduct audits of existing policies to ensure coherence and alignment with the State's student performance goals and other education objectives.
- Use data on teacher supply and demand to target limited resources to high-need areas that paraeducators can most readily fill;
- Establish coordinated, statewide teacher recruitment, development, and diversity strategic plans that include paraeducator career advancement opportunities;
- Consider support for statewide paraeducator-to-teacher programs, such as those developed by California and/or Connecticut;
  - Expand loan forgiveness programs for teachers, if necessary, to include both traditional and nontraditional-age students;
- Review licensure requirements to determine if practica can take place concurrently with current paraeducator work assignments;
- Create low-interest revolving loan funds for paraeducators pursuing pathways to teaching to help cover family and living expenditures during the practicum experience and/or the cost of nonsubsidized tuition.

Funders

- Increase private and philanthropic investment in teacher preparation programs for paraeducators to counteract probable cutbacks in federal support;
- Collaborate with a variety of program sponsors committed to ensuring career advancement opportunities for paraeducators;
- Require more and better program evaluation that demonstrates program effectiveness over time;
- Disseminate information about successful aide-to-teacher programs;
- Provide continuation funding and expand programming to serve more participants and more school districts until the need for a more diverse and well-qualified teacher workforce is met;
- Support the development of national, regional, and statewide networks of paraeducator-to-teacher programs as a means of program support, improvement, and advocacy;
- Support the development of a national clearinghouse to disseminate information on paraeducator-to-teacher programs and advocate for their improvement and support.

School Districts

- Distribute program information to paraeducators and encourage their participation in aide-to-teacher programs;
- Ask principals and teachers to recommend high-performing paraeducators who are committed to teaching in the home community;
- Allow paraeducators to complete the practicum without interruption of salary and health benefits;
- Work with local union(s) to formalize a career ladder encompassing: job definitions; levels of education and training; levels of responsibility; and salary increases based on advancing from step to step into the professional ranks.
- Urge state legislators to write teacher development policy that is supportive of career advancement for paraeducators.

Higher Education

- Be more flexible about scheduling courses (e.g., evening, weekend, and summer term) and conducting classes at convenient off-campus sites;
- Grant credit for previous classroom experience and other relevant prior experience; consider innovating with "blended" courses;
- Authorize the program coordinator (or other faculty member, counselor, or administrator) to advocate for students in the college/university bureaucracy and be accessible year-round to give students personal attention;

- Provide better and earlier academic advising to community college students and work out articulation agreements that ensure transferability of course credits to four-year institutions.
- Collaborate with school districts and community-based organizations on behalf of career advancement opportunities for paraeducators.

Program Designers

- Designate financial aid counselors who collect and disseminate eligibility and application information to paraeducators regarding scholarships, grants, forgivable loans, tuition and fee waivers/reductions, and other incentives;
- Assign paraeducators to academic advisors, faculty, and counselors who understand the needs of adult learners/nontraditional students;
- Select participants (often those who have already earned some or many college credits) with the best chance of completing the program within time and funding limits;
- Encourage cohort building and peer support by bringing participants together on a regular basis for group discussions, sharing of experiences and information, and other relevant activities;
- Invite experienced teachers, program graduates, college faculty, and appropriate others to serve as mentors;
- Attend to paraeducators' social/cultural and professional development needs;
- Offer test preparation workshops, tutoring, advising, personal counseling, and other essential support services;
- Offer child care support and other forms of stipends and living assistance.

APPENDIX G

Program Directory

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Alabama						
DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Alabama State University Box 241 Montgomery, AL 36101-0271 205-293-6883 Director: Allen Stewart	1992-3	72	100%	✓	✓	✓
DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Auburn University at Montgomery 7300 University Dr. Montgomery, AL 36117-3597 205-244-3212 Director: Norbert Maertens	1992-3	78	29%	✓		✓
Alaska						
Alaska Gateway School District P.O. Box 226 Tok, AK 99780 907-883-5151 Director: Woody Wilson	1992-3	1	100%	✓		
Cross-Cultural Education Development Program University of Alaska/Fairbanks University of Alaska Fairbanks, AK 99775 907-474-6431 Director: Ray Barnhardt	Before 1984	95	84%		✓	
Arizona						
Navajo Nation/Ford Foundation Teacher Education Program Navajo Nation Office of Teacher Education Programs P.O. Box 670 Window Rock, AZ 86515 602-871-7449 Director: Roxanne Gorman	1991-92					
Navajo Nation/Ford Foundation Teacher Education Program Navajo Community College Tsaile, AZ 86556 602-724-3311 Director: Ferlin Clark	1992-3	23	100%	✓		
Navajo Nation/Ford Teacher Education Program Prescott College Center for Indian Bilingual Teacher Education 220 Grove Ave. Prescott, AZ 86301 602-776-5190 Director: Joel Hiller	1988	82	96%			✓

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
• Prescott College CEE Project Prescott College 220 Grove Ave. Prescott, AZ 86301 602-778-2090 Director: Donmee Choi	1993					
NAU Navajo Nation/Ford Teacher Education Program Northern Arizona University Box 5774 Flagstaff, AZ 86011 602-523-1003 Director: Gloria Johns	1992-3	62	100%	✓		✓
Urban/East Valley Teacher Corps Program Arizona State University College of Education, MCE 1411 Tempe, AZ 85287-1411 602-965-0282 Director: Virginia Pesqueira	1989-90	150	83%	✓		
"Grow Our Own" Teacher Preparation Project Tucson Unified School District 1010 E. Tenth P.O. Box 40400 Tucson, AZ 85717 602-882-2441 Director: Leonard E. Basturto	1991-2	40	100%	✓		
Project BET-Tech Bilingual/ESL Training and Technology University of Arizona Dept. of Language, Reading and Culture College of Education, Box 510 Tucson, AZ 85721 602-621-7256 Director: Arminda R. Fuentevilla	1991-2	35	94%	✓	✓	✓
Urban Teacher Corps Partnership Rio Salado Community College 640 North First Ave. Phoenix, AZ 85003 602-223-4280 Director: Karen L. Mills	1989-90	94	98%	✓	✓	
California						
Latino Teacher Project University of Southern California School of Education University Park Waite Phillips Hall Los Angeles, CA 90089-0031 213-740-2360 Director: Michael Genzuk	1991-92	81	100%	✓	✓	✓
Latino Teacher Project California State University/Los Angeles School of Education Los Angeles, CA 90032 213-343-4350 Director: Alan Crawford	1991-2	50	100%		✓	
Latino Teacher Project-Expansion Loyola Marymount University School of Education Loyola Blvd. @ W. 80th St. Los Angeles, CA 91206 310-338-2924 Director: Magaly Lavadenz	1993			✓		

• *Program did not complete survey instrument, or was identified after survey analysis was finished*

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	**Paraeducator Enrollment in 1994**	**Percent Minority Participation (1994)**	**Scholarship or Tuition Reduction**	**Support Services Tailored**	**Curriculum Modified**
Language Minority Teacher Induction Project University of Southern California School of Education, WPH Los Angeles, CA 90089 213-740-2360 Director: Reynaldo R. Baca	1993-4	175	38%	✓		
• OBEMLA/Teachers and Personnel Training Program University of Southern California Education/Language Minority Teacher Project University Park, WPH Los Angeles, CA 90089 213-740-2360 Director: Reynaldo R. Baca	1995	50	100%		✓	
Special Education Paraeducator Training—AA Level California State University/Northridge 18111 Nordhoff St. Northridge, CA 91330-8265 818-885-2596 Director: Joyce C. Hagen	1988	31	61%	✓		✓
Special Education Career Ladder Project: Paraprofessional to Teacher California State University/Northridge 18111 Nordhoff St. Northridge, CA 91330-8265 818-885-2596 Director: Joyce C. Hagen	1990-1	14	71%	✓	✓	
The Teacher Track Project California State University/Fullerton Dept. of Elementary and Bilingual Education Fullerton, CA 92634 Directors: Hallie Yopp Slowik, 714-773-3411 Ruth Yopp Edwards	1989-90	57	93%	✓	✓	
Teacher Diversity Project California State University/San Bernardino 5500 University Parkway San Bernardino, CA 92407 909-880-5634 Director: Juan Gutierrez	1990-1	48	100%	✓	✓	
Bilingual Educator's Career Advancement California State University/San Bernardino 5500 University Parkway San Bernardino, CA 92407 909-880-5658 Director: Lynne Diaz-Rico	1991-2	22	100%	✓		✓
Teacher Diversity Program Fresno Unified School District Tulare and M Streets Fresno, CA 93721 209-443-4850 Director: Deberie L. Gomez	1989-90	19	95%	✓	✓	
Teacher Internship Program California State University/Fresno 5005 North Maple Fresno, CA 93740-0001 209-278-0209 Director: Berta Gonzalez	1989-90	35	60%		✓	
TAPT (Teacher's Aide Path to Teaching) California State Polytechnic University/Pomona 3801 W. Temple Ave. Pomona, CA 91768-4029 909-869-3209 Director: Dorothy M. Fleck	1991-2	222	96%	✓		

• *Program did not complete survey instrument, or was identified after survey analysis was finished*

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Los Angeles Unified School District Intern Program Los Angeles Unified School District 450 North Grand Ave. Los Angeles, CA 90012 213-625-5581 Director: Carla Smotherman	1988	175	38%	✓		
Urban Teacher Academy California State University 25800 Carlos Bee Blvd. Hayward, CA 94542 510-881-7437 Director: Carmen Canales	1989-90	56	98%			
Preprofessional Program University of California/Santa Barbara Teacher Education Program Graduate School of Education Santa Barbara, CA 93106-9490 805-893-3976 Director: Jean C. Hawthorne	Before 1984	341				
Title VII-Education Personnel Training Program; Ravenswood District College of Notre Dame 1500 Ralston Ave. Belmont, CA 94002 415-508-3710 Director: Rosemary Dalton	1993-4	19		✓		
Paraprofessional Career Program San Francisco Unified School District 1351 42nd Ave. San Francisco, CA 94122 415-759-2995 Director: Roberta Zadow	1984-88	44	75%	✓	✓	
Teachers for Tomorrow San Francisco Unified School District 1351 42nd Ave. San Francisco, CA 94122 415-759-2995 Directors: Roberta Zadow, Rod Hong	1988-89	23	100%	✓		
Aide-to-Teacher Program California State University/Dominguez Hills 1000 E. Victoria St. Carson, CA 90747-0005 310-516-3911 Director: John McGowan	1989-90	246	98%	✓	✓	✓
Project CLIMB (Career Ladder Institute for Motivated Bilinguals) Alhambra School District 15 West Alhambra Rd. Alhambra, CA 91801 818-308-2495 Director: Maryellen DeSantos	1992-3	6	100%	✓	✓	
Bilingual Paraprofessional Career Development Program Long Beach Unified School District 701 Locust Ave. Long Beach, CA 90813 310-436-9931 Director: Myrna Almas	1992-3	41	80%			
PATT Program: Partnership for Aides to Teachers California State University/Bakersfield 9001 Stockdale Hwy. Bakersfield, CA 93311-1009 805-664-2193 Director: David E. Cisneros	1991-2	25	92%	✓	✓	✓

BEST COPY AVAILABLE

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Inside Track San Diego State University San Diego, CA 92182 619-594-5777 Director: George Mehaffy	1990-1	15	67%		✓	✓
MOST (Minority Opportunities for Successful Teaching) Humboldt State University 218 Harry Griffith Hall Arcata, CA 95521 707-826-5872 Director: Sheila Anne Webb	1989-90	35	100%	✓		✓
Bilingual Career Ladder Fontana Unified School District 9680 Citrus Ave. Fontana, CA 92335 909-357-5111 Director: Jerilynn S. Smith	1989-90	53	83%	✓	✓	
Minority Teacher Development Project Multicultural Alliance Box 887, Ross, CA 94957 415-454-3612 Director: Kevin D. Franklin	1990-1	100	99%	✓	✓	✓
• Weingart Latino Teacher Project Azusa Pacific University 901 E. Alosta Ave. Azusa, CA 91702 818-812-3031 Contact: Maria Pacino	1993					
• Project Eclosion Chapman University 333 N. Glassell St. Orange, CA 92666 714-997-6815 Contact: James Brown	1992					
• Project Eclosion Rancho Santiago Community College 17th at Bristol Santa Ana, CA 92706 714-564-6000 Contact: Lynne Stedman	1992					
• Teacher Diversity Grant Project San Jose State University One Washington Sq. Sweeney Hall 305 San Jose, CA 95192-0074 408-924-3789 Director: Victoria Harper	1990	22	100%			
• California Paraprofessional Teacher Training Program California Commission on Teacher Credentialing 1812 9th St. Sacramento, CA 95814-7000 916-327-1461 Director: Joseph Dear	1994					
• California Paraprofessional Teacher Training Program Anaheim Union High School District Classified Personnel 501 Crescent Way Anaheim, CA 92803-3520 714-999-3549 Director: Basilio Moran						

• *Program did not complete survey instrument, or was identified after survey analysis was finished*

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
• California Paraprofessional Teacher Training Program Azusa Unified School District 546 South Citrus Ave. Azusa, CA 91702-0500 818-967-6211 Director: Gloria Cortez with • California Paraprofessional Teacher Training Program Charter Oak Unified School District 20240 Cienega Covina, CA 91722 818-966-8331 Director: Mario Casteneda						
• California Paraprofessional Teacher Training Program Chula Vista Elementary School District 84 East J St. Chula Vista, CA 91910 619-425-9600, ext. 523 Director: Margot Taylor						
• California Paraprofessional Teacher Training Program Clovis Unified School District California State University/Fresno School of Education Fresno, CA 93721 209-278-0210 Director: Steve Price with • California Paraprofessional Teacher Training Program Fresno Unified School District Tulare and M Sts. Fresno, CA 93721 209-441-3483 Director: Barbara Carrillo						
• California Paraprofessional Teacher Training Program Glendale Unified School District 223 N. Jackson St. Glendale, CA 91206 4380 818-241-3111, ext. 301 Director: Alice Petrossian						
• California Paraprofessional Teacher Training Program Lodi Unified School District 1305 E. Vine St. Lodi, CA 95240 209-331-7025 Director: Phyllis Jacobsen with • California Paraprofessional Teacher Training Program Enterprise School District 1155 Mistletoe La. Redding, CA 96002 916-224-4100 Director: Bill Rich						
• California Paraprofessional Teacher Training Program Los Angeles Unified School District 450 N. Grand Ave. Los Angeles, CA 90012 213-625-4625 Director: Steve Brandick						

• Program did not complete survey instrument, or was identified after survey analysis was finished

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
• California Paraprofessional Teacher Training Program Merced City Elementary District 444 West 23rd St. Merced, CA 95340 209-385-6666 Director: Paul Guevara						
• California Paraprofessional Teacher Training Program Oakland Unified School District 1025 Second Ave. Oakland, CA 94606-2212 510-836-8282 Director: Clifford Gates Kensington Research Group 510-524-9849 Director: Joe Malloy						
• California Paraprofessional Teacher Training Program San Francisco Unified School District 135 Van Ness Ave. San Francisco, CA 94102 415-241-6009 Director: Linda Davis with • California Paraprofessional Teacher Training Program San Francisco Unified School District 1351 42nd Ave. San Francisco, CA 94116 415-759-2995 Director: Roberta Zadow						
• California Paraprofessional Teacher Training Program San Jose Unified School District 855 Lenzen Ave., Ste. 340 San Jose, CA 95126 408-535-6539 Director: Jesse Rizzo						
• California Paraprofessional Teacher Training Program Stockton Unified School District 701 N. Madison St. Stockton, CA 95202-1687 209-953-4120, 4018 Directors: Raymond Tom, Harry Maxey						
• California Paraprofessional Teacher Training Program Ventura County Office of Education 570 Airport Way Camarillo, CA 93010 805-388-4414 Director: Clifford Rodriguez						
Canada						
Weekend College University of Manitoba 15 Chester at Nairn Ave. Winnipeg, Manitoba R2L1W6 204-668 160 Director: Lionel Orlikow	1992-3	71	100%			
Colorado						
CO-TOP (Colorado Coalition for Training Opportunities for Paraprofessionals) University of Colorado/Denver P.O. Box 173364 Denver, CO 80217-3364 303-556-4380 Director: Nancy French	1993-4			✓		

• *Program did not complete survey instrument, or was identified after survey analysis was finished*

BEST COPY AVAILABLE

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Urban Partnerships: Innovative Special Education Projects University of Colorado/Denver School of Education P.O. Box 173364 Denver, CO 80217-3364 303-556-4380 Director: Nancy French	1992-3	8	88%	✓	✓	✓
BUENO University of Northern Colorado Teacher Education Center College of Education, McKee 103 Greeley, CO 80639 303-351-2996 Director: Sandra Weiser	1989-90	11	64%	✓	✓	✓
Navajo Nation/Ford and Title V Teacher Preparation Programs Fort Lewis College 1000 Rim Drive Durango, CO 81301 303-247-7114 Director: Gary D. Knight	1991-2	119	100%	✓	✓	✓
Paraprofessional Teacher Training Project University of Colorado/Boulder Education Bldg. Campus Box 249 Boulder, CO 80601 303-492-5416 Director: Lorenso Aragon	1984-88	12	83%	✓	✓	
Paraprofessionals in the Integrated Classroom Project Front Range Community College 3645 W. 112th St. Westminster, CO 80030 303-466-8811 Director: Sue Stuska	1988-89	72	44%	✓	✓	✓
Connecticut						
Teaching Opportunities for Paraprofessionals (TOP) Connecticut State Department of Education Box 2219 Hartford, CT 06145 203-566-7591 Contact: Paul Briganti	1989					
Teaching Opportunities for Paraprofessionals (TOP) Connecticut College 270 Mohegan Ave. New London, CT 06320 203-439-2760 Contact: Helen B. Regan	1990-1	2	50%	✓	✓	
Teaching Opportunities for Paraprofessionals (TOP) Southern Connecticut State University 501 Crescent Street New Haven, CT 06515 203-392-5900 Director: Bernice Willis	1990-1	13	50%	✓	✓	
Teaching Opportunities for Paraprofessionals (TOP) St. Joseph College Asylum Ave. West Hartford, CT 06117 203-232-4571 Director: Lydia Conca	1990-1	2	50%	✓	✓	

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Teaching Opportunities for Paraprofessionals (TOP) Sacred Heart University 5151 Park Ave. Fairfield, CT 06432 203-371-7801 Director: Thomas J. Pepe	1989-90	7	100%	✓	✓	
Teaching Opportunities for Paraprofessionals (TOP) Eastern Connecticut State University 83 Windham St. Willimantic, CT 06226 203-465-5293 Director: Kelvie C. Comer	1991-2	1	100%	✓	✓	
Teaching Opportunities for Paraprofessionals (TOP) Central Connecticut State University 1615 Stanley St. New Britain, CT 06050 203-827-7609 Director: Marilyn Hott	1989-90	12	75%	✓	✓	
Teaching Opportunities for Paraprofessionals (TOP) Western Connecticut State University 181 White St. Danbury, CT 06810 203-837-8510 Director: John Caruso	1990-1	5	100%	✓	✓	
District of Columbia						
Systematic Teacher Preparation Program District of Columbia Public Schools Presidential Bldg., Rm. 805 415 12th St., NW Washington, DC 20004 202-724-4099 Contact: Maurice R. Sykes	1989-90	43	100%		✓	
Florida						
Pinellas Educational Support Personnel Association-Enhanced Professional Leave Pinellas County School Board 650 Seminole Blvd. Largo, FL 34640 813-585-6518 Director: Ron Stone	1991-2	43		✓		
Volusia County-University of Florida Collaborative Training Project University of Florida Department of Special Education G-351 Norman Hall Gainesville, FL 32611 904-392-0701 Director: Paul Sindelar	1992-3	19	32%	✓		
Special Education Cohort Polk County Schools P.O. Box 391 Bartow, FL 33830 813-534-0931 Director: C. Wooley-Brown	1990-1	31	19%		✓	
Nova Southeastern University Undergraduate Teacher Education Program Nova Southeastern University 3301 College Ave. Ft. Lauderdale, FL 33314 305-475-7355 Director: Cleveland Clark	Before 1984	450	58%	✓		

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
• DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Florida Memorial College 15800 Northwest 42nd Ave. Miami, FL 33054 305-623-4211 Director: Betty Bigby Young						
Georgia						
ASC/BellSouth Paraprofessional Project Albany State College School of Education Albany, GA 31705 912-430-4715 Director: Deborah E. Bembry	1991-2	20	75%	✓		
Alternative Certification Program in Special Education for Paraprofessionals Georgia State University University Plaza Atlanta, GA 30345 404-651-2310 Director: Ron Colarusso	1992-3	14	57%		✓	✓
DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Savannah State College P.O. Box 20492 Savannah, GA 31404 912-353-3190, 3191 Director: Debra Wilson	1992-3	40	95%		✓	
DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Armstrong State College 11935 Abercorn St. Savannah, GA 31419-1997 912-921-2342 Director: Evelyn B. Dandy	1993-4	61	92%	✓	✓	✓
"Growing Teachers" Valdosta City Schools P.O. Box 5407 Valdosta, GA 31603-5407 912-333-8500 Director: Brenda L. Smith	1993-4	5	100%		✓	✓
Idaho						
• OBEMLA/Teachers and Personnel Training Program Boise State University Elementary Education/215 1910 University Drive Boise, ID 83725 208-385-1136 Director: Jay Fuhrman	1995	21	100%		✓	
Illinois						
TEACHER: Teacher Education: A Cooperative Higher Education Response Parkland College 2400 W. Bradley Ave. Champaign, IL 61821 217-351-2461 Director: Brad Hastings	1990-1	20	100%	✓		

• *Program did not complete survey instrument, or was identified after survey analysis was finished*

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Bilingual Educators for Chicago Schools Chicago State University 9501 S. King Dr. Chicago, IL 60628 312-995-3932 Director: Maria Terese Garreton	1991-2	25	100%	✓	✓	
Preparing Bilingual Teacher Aides as Special Educators Northeastern Illinois University 5500 N. St. Louis Ave. Chicago, IL 60625 312-794-2823 Director: Rita Brusca-Vega	1992-3	25	100%	✓		
Minority Personnel Preparation Project for Bilingual Special Education Northeastern Illinois University 5500 N. St. Louis Ave. Chicago, IL 60625 312-794-2823 Directors: Rita Brusca-Vega, Karen Lesmez	1993-4	15	87%	✓		
• OBEMLA/Teachers and Personnel Training Program Elgin Community College 1700 Spartan Dr. Elgin, IL 60123 708-697-1000 x7440 Director: Polly Nash-Wright	1995	130	100%		✓	
Iowa						
Grow Our Own Area Education Agency 7 3712 Cedar Heights Dr. Cedar Falls, IA 50613 319-273-8200 Director: Ralph S. Bartelt	1993-4	3	100%	✓	✓	
Career Opportunities Program 2000 Drake University School of Education 3206 University Ave. Des Moines, IA 50211 800-443-7253 Director: Jim Bowman	1990-1	30	100%	✓	✓	✓
Kentucky						
Career Opportunities in Special Education University of Louisville School of Education Louisville, KY 40292 502-852-6475 Director: Ella Smith Simmons	1992-3	30	100%	✓	✓	✓
DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Avenues to Certification for Teaching University of Louisville School of Education Louisville, KY 40292 502-852-0577 Director: Ella Smith Simmons	1993-4	33	82%	✓	✓	✓
Teacher Opportunity Program University of Kentucky 104 Taylor Education Bldg. Lexington, KY 40506-0001 606-257-1857 Director: Sharon Brennan	1993-4	20	100%	✓	✓	

• *Program did not complete survey instrument, or was identified after survey analysis was finished*

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Louisiana						
DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Tulane University 211 Fortier Hall New Orleans, LA 70118 514-865-5108 Directors: Diane Manning, Patricia Austin	1993-4	2	100%	✓		
Maine						
• Preparing Rural Special Educators Using Learning Distance Technologies University of Maine/Farmington 104 Main St. Franklin Hall Farmington, ME 04938 207-778-7177 Director: Linda Gamble	1992-3	35			✓	✓
Maryland						
Department of Special Education Johns Hopkins University Room 100 Whitehead Hall Baltimore, MD 21218 410-516-8273 Director: Michael S. Rosenberg	Before 1984	25		✓	✓	
Deaf Paraeducator Project Western Maryland College 2 College Hill Westminster, MD 21157-4390 410-857-2506 Director: Judith Coryell	1992-3	20	10%			
Project "TEACH" Harford County Public Schools 45 E. Gordon St. Bel Air, MD 21014 410-838-7300 Director: Jon M. Andes	1993-4					
Creative Initiatives in Teacher Education (CITE) The University of Maryland/College Park 2311 Benjamin Bldg. College Park, MD 20742 301-405-3324 Directors: Bessie C. Howard, Linda Valli	1988-89	18	67%	✓	✓	
Massachusetts						
DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Lesley College 29 Everett St. Cambridge, MA 02138 617-349-8410 Director: Janice Philpot	1993-4	20	75%	✓	✓	
Springfield Public Schools 195 State St. P.O. Box 1410 Springfield, MA 01102-1410 413-787-7181 Director: David M. Cruise	1984-88	1	100%	✓		

• *Program did not complete survey instrument, or was identified after survey analysis was finished*

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Urban Paraprofessional Teacher Preparation Program (UPTPP) DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Cambridge College 1000 Massachusetts Ave. Cambridge, MA 02138 617-287-1473 Director: Mahesh Sharma	1991-2	83	63%	✓	✓	✓
Michigan						
• DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Wayne State University College of Education, Rm. 275 Detroit, MI 48202 313-577-0922 Director: Cynthia Lott						
• OBEMLA/Teachers and Personnel Training Program Saginaw Valley State University Bilingual Education Program 7400 Bay Rd. University Ctr., MI 48710 517-790-4487 Director: Gladys Hernandez Von Hoff	1995	50	100%		✓	✓
Minnesota						
Collaborative Urban Educators (CUE) University of St. Thomas CHC 131, 2115 Summit Ave. St. Paul, MN 55105 612-962-5412 Director: Trudi Taylor	1990-1	5	100%	✓	✓	✓
EA Reach (Educational Assistants Realizing Alternatives and Challenges) Augsburg College 2211 Riverside Ave. CB #312 Minneapolis, MN 55454-1351 612-330-1647 Director: Joseph Erickson	1992-3	12	100%	✓	✓	
EAReach Program Minneapolis Public Schools 807 N.E. Broadway Minneapolis, MN 55413 612-627-2037 Director: George T. Caldwell	1993-4	3	33%	✓	✓	✓
School/College Collaborative for Paraeducators Becoming Teachers University of Minnesota College of Education 145 Peik Hall Minneapolis, MN 55455 612-625-6372 Directors: Barbara Taylor, Harlan Hansen	1995				✓	✓
Teachers of Color Program Robbinsdale Area School District 4148 Winnetka Ave. N. New Hope, MN 55427 612-533-2781 Director: Ann Eilbracht	1993-4	15	100%	✓	✓	

• *Program did not complete survey instrument, or was identified after survey analysis was finished*

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Mississippi						
Mississippi College Teacher Assistant Program Mississippi College Box 4165 Clinton, MS 39058 601-925-3403 Director: Alan O'Dell	1989-90	50	80%	✓		
Teacher Assistant Certification Project: Greenwood/Leflore Public Schools Mississippi Valley State University Box 620, 14000 Hwy. 82 West Itta Bena, MS 38941-1400 601-254-3619 Director: W. L. Ware	1991-2	17	100%	✓	✓	
Rust College Teacher Assistant Program Rust College 150 Rust Ave. Holy Springs, MS 38635 601-252-8000 Director: Norma J. Strickland	1991-2	16	100%			
Student Teaching Option for Teacher Assistants University of Southern Mississippi Box 5028 Hattiesburg, MS 39406-5028 601-226-4571 Director: Gloria A. Slick	1990-1	9	22%			
Missouri						
DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Harris-Stowe State College 3026 Laclede Avenue, St. Louis, MO 63103 314-340-3669 Director: Armetta G. Whitmore	1993-4	11	100%	✓		
Nevada						
Minority Educator Scholarship Program Washoe County School District 425 East 9th St. Reno, NV 89520 702-348-0321 Director: Shirley Woods	1993-4	11	100%	✓		
The "OUR FUTURE" Cohort University of Nevada/Las Vegas College of Education 405 Maryland Pkwy. Las Vegas, NV 89154-3001 702-895-4852 Director: Elaine Jarchow	1991-2	43	58%	✓	✓	
New Jersey						
DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Kean College of New Jersey Union, NJ 07083 908-527-2669 Director: Mary Dean Dumais	1993-4	33	97%	✓	✓	
Project Teach Kean College of New Jersey Union, NJ 07083 908-527-2136 Director: Ana Maria Schuhmann	1993-4	37	95%	✓	✓	

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Teacher Opportunity Program Rowan College of New Jersey School of Education and Related Professional Studies 201 Mullica Hill Rd. Glassboro, NJ 08028-1710 609-863-5241 Director: George Brent	1990-1	120	98%		✓	
New Mexico						
Career Development Program Albuquerque Educational Assistants Association 8009 Mountain Rd. Pl., N.E. Albuquerque, NM 87111 Directors: 505-266-6638 Kathy Chavez, AEAA, or Shellene Campbell, University of New Mexico, 505-277-6114	1991-2	33	70%	✓	✓	
Associate Degree: Education Paraprofessional New Mexico State University Box 3 CUR Department 30001 Las Cruces, NM 88005 505-526-5305 Director: Nancy Baptiste	Before 1984	82	76%		✓	
Navajo Nation/Ford Teacher Education Program University of New Mexico/Gallup Upper-Division Teacher Education Program 200 College Rd. Gallup, NM 87301 505-863-7613 Director: Pat Stall	1992-3	48	100%		✓	✓
New York						
Career Training Program United Federation of Teachers 260 Park Ave. South New York, NY 10010 212-598-9270 Director: Florence Fidell	Before 1984	3000		✓		
Career Training Program York College/CUNY Guy Brewer Blvd. Jamaica, NY 11451 718-262-2462 Director: Sneh Roy	Before 1984				✓	
Career Training Program Medgar Evers College/CUNY Special Education Program (B.S.) 1650 Bedford Ave., Rm. 2005B Brooklyn, NY 11225 718-270-5094 Director: Charlotte Y. Phoenix	Before 1984			✓		
Career Training Program Medgar Evers College/CUNY Liberal Studies/Education (B.A.) 1650 Bedford Ave., Rm. 1015-A Brooklyn, NY 11225 718-270-5091/2 Director: Charlotte Y. Phoenix	Before 1984			✓	✓	

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Career Training Program Medgar Evers College/CUNY Teacher Education Program (A.A.) 1650 Bedford Ave., Rm. 1015-A Brooklyn, NY 11225 718-270-5091 Director: Charlotte Y. Phoenix	Before 1984			✓		
Project GROWING OUR OWN USNY-Regents College 7 Columbia Cir. Albany, NY 12203-5159 518-464-8537 Director: Thomas Alexander	1993-4	11	55%	✓	✓	
Teacher Opportunity Corps Program State University of New York/College at Buffalo Bacon Hall 301 1300 Elmwood Ave. Buffalo, NY 14222 716-878-5126 Director: Henry S. Dowski	1984-88	13	77%	✓	✓	✓
The Vital Link: Rochester Association of Paraprofessionals Career Ladder Rochester Teachers Association 277 Alexander St. Rochester, NY 14607 716-262-3060 Director: Beryl Wilson	1993-4	30	50%	✓	✓	
Master of Science for Teachers Advanced Certificate Pace University Pace Plaza New York, NY 10038 212-346-1444; Directors: James E. Terrell (NY), 914-422-4136 Carol R. Keyes (Westchester)	1993-4	20	75%			✓
North Carolina						
• Teacher Assistant Scholarship Loan Program North Carolina Department of Public Instruction 301 N. Wilmington St. Raleigh, NC 27601-2825 919-715-1145 Contact: Wayne Dillon	1990					
North Carolina Model Teacher Education Consortium North Carolina Department of Public Instruction 301 N. Wilmington St. Raleigh, NC 27601-2825 919-715-1170 Director: Jean P. Murphy	1989-90					
Minority Teacher Recruitment Project North Carolina Wesleyan College 3400 N. Wesleyan Blvd. Rocky Mount, NC 27804 919-985-5164 Director: Barbara Perry-Sheldon	1991-2	28	100%	✓	✓	
Ford/SEF Minority Teacher Recruitment Consortium Elizabeth City State University Campus Box 824 Elizabeth City, NC 27909 919-335-3295 Director: Barbara L. Johnson	1990-1	7	100%	✓	✓	

• *Program did not complete survey instrument, or was identified after survey analysis was finished*

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Regional Paraprofessional to Professional Program University of North Carolina/Charlotte Dept. of Teaching Specialties-UNCC Charlotte, NC 28223 704-547-2531 Director: Richard White	1988-89	29	55%	✓	✓	
TACT: Teacher Assistants to Certified Teachers Western Carolina University 228 Killian University Cullowhee, NC 28723 704-227-7315 Directors: George Schuncke, Richard M. Haynes	1990-91	19	5%		✓	
Minority Teaching Assistants Program SEF/Ford Foundation Winston-Salem State University 601 Martin Luther King Drive Winston-Salem, NC 27110 910-750-2370 Director: Leila L. Vickers	1990-1	15	100%	✓		
Basic Studies/Professional Studies Program Duplin County Schools Hwy. 11 Kenansville, NC 28349 910-296-1521 Director: Lynda D. Beaman	1993-4	17	100%	✓		
North Dakota						
Liberal Arts-Emphasis is Special Education Fort Berthold Community College P.O. Box 490 New Town, ND 58763 701-627-4738 Director: Koreen Ressler	1993-4			✓		
Preservice Training Program to Prepare Teachers in Elementary/Special Education Standing Rock College HC 1, Box 4 Ft. Yates, ND 58538 701-854-3861 Director: Carol McKissack	1991-2	18	89%	✓	✓	
Ohio						
DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program: Tomorrow's New Teachers Cleveland State University College of Education, Rhodes Tower 1416 1983 East 24th St. Cleveland, OH 44115 216-687-5425 Directors: Nancy Klein, Connie Sallee	1993-4	8	100%	✓	✓	✓
Early Childhood/Prekindergarten Associate Certification Terra Community College 1220 Cedar St. Fremont, OH 43420 419-332-1002 Director: Norma Zimmerman	Before 1984	92	12%			
Cleveland City School District Paraprofessional Career Ladder Cleveland City School District 1380 East Sixth St. Cleveland, OH 44114 216-574-8219 Directors: Alvin Evans, Johnnie Mae Jones	1992-3	54	87%	✓		

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Pennsylvania						
DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Drexel University 109 Disque, 32nd and Chestnut Sts. Philadelphia, PA 19106 215-895-6770 Director: Fredricka Reisman	1993-4	30	80%	✓	✓	
Temple University/School District of Philadelphia Paraprofessional Teacher Certification Program Temple University Broad and Montgomery Streets Philadelphia, PA 19122 215-204-5618 Director: Raymond Lolla	1989-90	60	92%	✓	✓	✓
Urban Teacher Recruitment Retention and Reeducation Project DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Indiana University 305 Davis Hall Indiana, PA 15705 412-357-2400 Director: Edwina Battle Vold	1993-4	34	74%	✓	✓	✓
South Carolina						
Evening/Weekend Teacher Education Program Lander University 320 Stanley Ave. Greenwood, SC 29649 803-229-8225 Director: Sheila B. Marino	1992-3	103	56%		✓	✓
South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) South Carolina State University P.O. Box 7793 300 College St. NE Orangeburg, SC 29117 803-536-8818 Director: Mary E. Cheeseboro	1990-1	166	94%		✓	
Salkehatchie Consortium Teachers Aides Program University of South Carolina/Salkehatchie P.O. Box 617 Allendale, SC 29810 803-584-3446 Director: Jane Brewer	1988-89	118	59%	✓		
Francis Marion University Tec-Aid Program Francis Marion University School of Education P.O. Box 100547 Florence, SC 29501-0547 803-661-1475 Director: Tom Sills	1988-89	37	27%			
South Dakota						
• Sinte Gleska Education Program Sinte Gleska University POP 460 Rosebud, SD 57570 605-747-2263 Contact: Cheryl Crazy Bull	1993					

• *Program did not complete survey instrument, or was identified after survey analysis was finished*

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Tennessee						
Project Enable – University of Tennessee and Knox County Schools University of Tennessee/Knoxville P.O. Box 2188 Knoxville, TN 37996 615-974-4118 Director: Tom George	1989-90	9	100%		✓	
Dewitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program LeMoyne-Owen College 807 Walker Ave. Memphis, TN 38126 901-942-7335 Directors: Fannye E. Love, Shirley Butts	1989-90	13	100%	✓	✓	✓
Texas						
• Texas Teacher Recruitment, Retention, and Assistance Program Texas Education Agency Division of Educator Preparation & Certification c/o Mary Gawron 1701 N. Congress Ave. Austin, TX 78701-1494 512-463-9327 or Gilbert Herrera Educational Service Center-Region 1 1900 West Schunior Edinburg, TX 78539-2234 210-383-5611, ext. 238	1992-3					
• "Grow Your Own" Cooperative Teacher Aide-Scholar Program Fort Worth Independent School District 100 N. University Dr. Fort Worth, TX 76107 817-871-2207 Director: Gwen Morrison						
Community-Based Bilingual Education: Home Grown Teachers for South Texas University of Texas at San Antonio Division of Bicultural-Bilingual Studies 6900 North Loop, 1604 West San Antonio, TX 78249-0653 210-691-4426 Director: Robert D. Milk		7	100%	✓	✓	
Instructional Aide Certification Program The University of Texas/Pan American 1201 W. University Edinburg, TX 78539 210-381-3407 Director: Martha Harrison	1991-2	3	100%			
Educational Personnel Richland College of the Dallas County Community College District 12800 Abrams Rd. Dallas, TX 75243 214-238-6232 Director: J. Perry Carter	Before 1984	105	57%			
Teachers in Training San Elizario Independent School District P.O. Box 920 San Elizario, TX 79849-0920 915-851-2780 Director: Fran Hatch	1992-3	16	100%	✓		

• *Program did not complete survey instrument, or was identified after survey analysis was finished*

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Grow Your Own Program Dallas Independent School District 3700 Ross Dallas, TX 75204 214-302-2455 Director: Arturo Pena	1992-3	46	96%	✓		
Preparing Special Education Support Personnel for Professional Positions in the Schools University of Texas/El Paso Room 707, College of Education El Paso, TX 79968-0567 915-747-7641 Director: Gayle Hosch	1993-4	47	83%	✓		
DES (Developing Employees Systematically) Denton Independent School District P.O. Box 2387 Denton, TX 76202 817-387-6151 Director: Dennis Stephens	1991-2	6	33%	✓	✓	
The Grand Prairie Effective School Plan for Transitional Bilingual Education Grand Prairie Independent School District 202 West College St. Grand Prairie, TX 75050 214-264-6141 Director: Salvador Sosa	1990-1	8	100%	✓	✓	
Schools Collaborative Training Program: Special Education Teacher Training for Teacher Assistants Texas A & M University Texas A & M University Systems Office College Station, TX 77843 409-845-4331 Directors: Doug Palmer, Vicki Gibson	1993-4	3	100%	✓	✓	
Enhancing Diversity in Teaching (EDIT) Southwest Texas State University EAPS/Mentor Training Academy San Marcos, TX 78666-4616 512-245-2575 Director: Grant W. Simpson	1991-2	19	100%	✓	✓	✓
• OBEMLA/Teachers and Personnel Training Program Southwest Texas State University Dept. of Curriculum and Instruction 601 University Dr. San Marcos, TX 78666 512-245-3078 Director: Carlos G. Rodriguez	1995	35	100%		✓	
Vermont						
Adult Degree Program Norwich University Vermont College of Norwich University Montpelier, VT 05602 802-828-8877 Director: Roger Cranse	Before 1984	65	11%	✓	✓	

• *Program did not complete survey instrument, or was identified after survey analysis was finished*

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Virginia						
DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Old Dominion University Darden College of Education Room 122 Norfolk, VA 23529 804-683-3777 Director: Paul Heine	1993-4	32	88%	✓	✓	✓
Preparing Paraprofessionals to be Future Educators Petersburg Public Schools 141 East Wythe St. Petersburg, VA 23803 Directors: Beverly L. Britt, 804-862-7054 Rose M. Studivant	1993-4	4	100%	✓		
DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program Norfolk State University 2401 Corprew Ave. Norfolk, VA 23504 804-683-9583 Director: Denise M. Littleton	1993-4	61	90%	✓	✓	✓
Washington						
Master's in Teaching The Evergreen State College LAB II: TESC Olympia, WA 98505 206-866-6000 Director: Janice K. Kido	1989-90	10	80%		✓	
• Knight Scholars Program Heritage College 3240 Fort Rd. Toppenish, WA 98948 509-865-2244 Director: Pat Whitfield	1993-4	17	100%	✓		✓
Professional Development School Project Washington State University/Tri Cities & Educational Service District #123 124 S. 4th Ave. Directors: Pasco, WA 99301 Vicky Van Beck, ESD #123; 509-547-8441 Bette Ward, Washington State University	1993-4	34	41%		✓	✓
South Kitsap School District Apprenticeship Program South Kitsap School District 1962 Hoover Ave., SE Port Orchard, WA 98366 206-876-7306 Director: Patti Anderson	1993-4	52	8%	✓		
Graduate Secondary Teacher Education Program (GSTEP) Seattle Pacific University School of Education 3rd and Nickerson St. Seattle, WA 98119 206-281-2369 Director: JoAnne Smatlan	1991-2	35	40%	✓	✓	✓

• *Program did not complete survey instrument, or was identified after survey analysis was finished*

	SELF-REPORTED PROGRAM INFORMATION					
	Year Established	Paraeducator Enrollment in 1994	Percent Minority Participation (1994)	Scholarship or Tuition Reduction	Support Services Tailored	Curriculum Modified
Seattle Public Schools Urban Teacher Certification Program Seattle Public Schools 815 4th Avenue No. Seattle, WA 98109 206-298-7228 Director: Alice Houston	1992-3	35	77%	✓	✓	✓
Washington State Bilingual Education Training Consortiums Seattle Central Community College 1701 Broadway Seattle, WA 98122 206-587-4901 Director: Joseph F. Dial	1993-4	45	56%	✓	✓	
Wisconsin						
Educational Assistant Degree Completion Program Alverno College 3401 S. 39th St. P.O. Box 343922 Milwaukee, WI 53234-3922 414-382-6214 Director: Mary Diez	1984-88	19	32%		✓	
DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program University of Wisconsin/Milwaukee P.O. Box 413 Milwaukee, WI 53210 414-229-3795 Director: Marlene Pugach	1993-4	25	92%	✓		
Metropolitan Multicultural Teacher Education Program Milwaukee Public Schools P.O. Box 2181 Milwaukee, WI 53201-2181 414-475-8224 Director: Raymond Nemoir	1991-2	20	80%			✓

Index

Index

A

- AACTE/RATE VII, 34, 39, 51
- Aaron Diamond Foundation, 196
- ability-based outcomes, defined, 236
- accommodations for participants, 42-43, 51
- accreditation, North Carolina, 208
- admission criteria, teacher training programs, 36-38, 133, 136, 137, 157, 161, 175, 186, 197, 211, 213, 237, 238, 240, 250-251
- AEAA awards, 113
- AFSCME (American Federation of State, County, and Municipal Employees), 30
- AFT (American Federation of Teachers), 30, 111, 112, 241
- Aguerrebere, Joseph, 85, 171
- aides
  - CSUF program for, 217-224
  - importance of, 154, 171
  - population, in public schools, 10
- Aide-to-Teacher Projects, 171
- Alabama programs, 23, 265
- Alaska programs, 23, 28, 34, 53, 265
- Albany State College (GA), 88
- Albuquerque Educational Assistants Association, 113
- Albuquerque Public Schools, career development in, 113
- Alexander, Thomas, 280
- Almas, Myrna, 268
- Alvarez, Bertha, 229-230
- Alverno College, 56, 248
  - Pathways program with UWM, 225-236
- American Association of Colleges for Teacher Education (AACTE), 51, 86, 125
- American Federation of State, County, and Municipal Employees (AFCSME), 30
- American Federation of Teachers (AFT), 30, 111, 112, 241
- Anderson, Patti, 285
- Andes, Jon M., 276
- Aragon, Lorenso, 272
- Ardon, Leddy, 46, 165-167
- Arizona
  - certification, 155
  - programs, 23, 94, 133-156, 265-266
- Armstrong State College, Pathways program, 43
- Association for Supervision and Curriculum Development, 125
- Association of Mexican American Educators, 161
- AT&T Foundation, 82, 84, 88
- attrition, 18, 35, 39
- Austin, Patricia, 276
- Aviles, Ruth, 233-234
- Azusa Pacific University, 88, 171

B

- Baca, Reynaldo R., 172, 267
- Backstrom, Walter, 26, 111, 173
- Bahe, Lorena Zah, 139
- Baker, George A., 129
- Baldwin Park Unified School District, 171
- Balfour Foundation, L.G., 82, 84, 89
- Bank Street College of Education, 83, 125, 236, 246
- Baptiste, Nancy, 279
- Barnes, Carol, 43, 220
- Barnhardt, Ray, 265
- Barresi, Arlene, 13
- Barrientos, Maria, 27
- barriers, facing paraprofessionals. *See* paraeducators
- Bartelt, Ralph S., 275
- basic skills testing, 40, 47, 258
- Basturto, Leonard E., 266
- Beacham, Betty, 210
- Beaman, Lynda D., 281
- Becenti, Terri, 58
- Beginning Educator Support Training program (BEST), 177, 178
- BellSouth Foundation, 82
- Bembry, Deborah E., 274
- Benally, Herbert, 125, 138
- BEST assessment, 99
- BIA (Bureau of Indian Affairs), 134, 261
  - Office of Indian Education Programs (BIA-OIEP), 92
- bilingual education
  - aides, changing role of, 11, 17
  - aides, placement data, 10, 13
  - and bilingual special needs, 54, 211, 212-214
  - California Association for Bilingual Education, 160, 161, 163
  - course work in, 53
  - federal funding of, 13, 92, 93, 94, 95
  - future of, 154
  - Navajo, 133
  - programs, 17, 53, 54, 55, 56, 94, 97, 211-216, 248
  - teachers, demand for, 158, 159, 168-169
  - U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, 39, 50
  - *See also* CIBTE, Latino Teacher Project, Navajo Nation, NEIU, TTP
- Bilingual Education Career Ladder Program, 97
- Bilingual Educator's Career Advancement Project (CSU/SB), 62
- Bilingual Teacher Aides as Special Educators, 211-216
- Bilingual Teacher Career Ladder Program, 17
- Bizahaloni, Irene, 33, 149
- Blanton, Eloise, 164
- blending courses, 54, 213
- Boeing Corporation, 82
- Boggus, Elliotte, 41
- Boise State University program, 95
- Borne, Jr., Leon L., 109
- Boston Foundation, 84
- Bowman, Jim, 275

Brandick, Steve, 270
Brennan, Sharon, 275
Brent, George, 279
Brewer, Jane, 282
Briganti, Paul, 272
Britt, Beverly, L., 285
Brown, James, 269
Brusca-Vega, Rita, 26, 212, 213, 216, 275
buddy system, 162
budgets
  impact of cuts, 97, 174, 237
  of model teacher programs, 14, 133, 136, 137, 157, 175, 186, 197, 225, 237
  summary of funding sources, 64
  See also funding
Bureau of Indian Affairs. *See* BIA
Butts, Shirley, 283
Bynoe, Pauline, 191, 193
Byrum, Randy, 202, 203

C

Calabrese, Marsha, 41, 215
Calderon, Jonas, 38, 167-168
Caldwell, George T., 277
California Achievement Test, 156
California Association for Bilingual Education (CABE), 112, 160, 161, 163
California Basic Educational Skills Test (CBEST), 47, 162, 219
California Clear Credential, 174
California Commission on Teacher Credentialing, 62, 66, 125
California Commission on the Teaching Profession, 125
California Department of Education, 126
California New Teacher Project, 62
California programs, 12, 17, 19, 23, 29, 30, 41, 42, 43, 161, 248, 266-271
  PTTP grants, 101
  See also Latino Teacher Project, TTP
California State University, 126
California State University/Fullerton TTP, 41, 217-224
California Task Force for Professionalizing the Paraprofessional in Education, 112
Cambridge College/UPTPP, 84, 88
Campbell, Shellene, 279
Campbell, Sithah, 201, 202
Canada, paraeducator programs in, 23, 51, 271
Canales, Carmen, 268
career advancement
  barriers to, 254
  strategies, 257-258
  See also paraeducators
career ladders
  Cleveland Paraprofessional Career Ladder, 238-239
  defined, 17, 238
  need for, 12, 25, 245
  programs, 94, 109, 146, 186, 187, 237
  vs. "lattice" programs, 16-17
Career Opportunities Program (COP), 13-16, 34, 39, 155
Career Training Program (CTP-NYC), 34, 35-36, 39, 106, 186-196
Carrillo, Barbara, 270
Carter, J. Perry, 283
Carter, Livesteen, 243
Caruso, John, 273
Casaus, Bernice, 145
Casteneda, Mario, 270
CBEST, 47, 162, 219
Ceasor, Marian, 241
Center for Diné Studies, 143
Center for Indian Bilingual Teacher Education. *See* CIBTE
Central Connecticut State University, 56, 175, 185
certification and licensure, 16, 49, 53, 99, 110, 141, 155, 177, 212, 226, 250, 262
Chapter 1. *See* Title I
Chapter 2 funding, 110
Chavez, Kathy, 279
Cheeseboro, Mary E., 282
Chicano paraeducators. *See* Latino Teacher Project, TTP
Chister, Rene, 221, 222, 224
Choi, Donmee, 266
CIBTE (Center for Indian Bilingual Teacher Education), 145-148, 156
Cisneros, David E., 268
CITE program (UM/CP), 17
Citron-Weier, Diane, 235, 236
City University of New York (CUNY), 59, 186
Claremont Graduate Schools, 29, 160
Clark, Cleveland, 273
Clark, Ferlin, 139, 265
class ceiling, 4, 13, 134
Clauschee, Regis, 154
Clements, Joyce, 202
Cleveland Foundation, 82
Cleveland State University, 32, 46, 50, 109, 248
  Pathways program, 237-246
Cleveland Public Schools program, 109
Cobb, Barbara Gordon, 33-34, 121, 175, 182-183
Cobb, Velma, 126
Coble, Charles, 205
Coca Cola Foundation, 82
cohorts, 3, 44-45, 56, 57, 253, 264
  cohort-building, defined, 52, 246
  in programs, 50-51, 142, 161, 219, 237-246
Colarusso, Ron, 274
collaborative learning, overview, 55
Collaborative Urban Educators Program, University of St. Thomas (MN), 43
Colorado programs, 23, 155, 271-272
Commission on National and Community Service, 126
Community-based Bilingual Education program (TX), 94
community colleges, 26, 49, 95, 220
Conca, Lydia, 272
conferences, and paraprofessional education, 162-163
Connecticut College, 175, 185
Connecticut Competency Exam for Prospective Teachers (CONNCEPT), 177, 178
Connecticut programs, 23, 33, 248, 272-273
  impact of legislation on, 175, 176, 185
  See also TOP
consortia/partnerships, 50, 56, 82, 86, 87, 101, 102, 106-107, 109, 113, 133, 137, 157, 161, 175, 177, 178, 186, 188, 197, 211, 217, 225, 237, 240. *See also* Appendix A, TNT program
Consortium for the Study of Disabilities, CUNY, 106, 187
Cooper, Ron, 221
COP program, 14, 34, 39, 49, 96, 97
  history of, 13-16, 17, 39, 94
  legislation, 175, 176, 185
Corbin, Hugh, 208
Cormer, Kelvie C., 273

Cortez, Gloria, 270
Coryell, Judith, 276
Council of Foundations, 248
counseling and advocacy, RNT recommendations, 263, 264
course credit
    prior experience as, 263
    transfer of, 49, 264
course scheduling, RNT recommendations, 263
course work, waiving of, 55
Cranse, Roger, 284
Crawford, Alan, 169, 266
Crazy Bull, Cheryl, 282
Creative Initiatives in Teacher Education program (UM/CP), 62
credentialling, 62, 95
    in California, 125, 174, 217-218
critical-need areas. *See* high-need areas
Cross-Cultural Education Development Program (AK), 53
Cruise, David M., 276
CTP. *See* Career Training Program
culture
    course work in, 53-54
    sensitivity to, importance of, 53
    See also Navajo Nation/Ford TEP
Culture and Environmental Education grants, 156
CUNY, 105, 106
curriculum
    characteristics, 53-55, 253
    interactive, 232
    TTP, 218-219
Curriculum Development Incentive Award Program, 189
CUTEP program (Milwaukee), 228-229

D

Dalton, Rosemary, 268
Dandy, Evelyn B., 274
Daniels, Elba, 193, 194
Davis, Linda, 271
de la Victoria, Olga, 179
Dear, Joseph, 103, 269
degrees earned, 49, 252
Degrees of Reading Power test, 175, 178
DeSantos, Maryellen, 268
Developing a Partnership program, 164
DeVita, M. Christine, v
DeWitt Wallace-Reader's Digest Fund, iii, iv, v, 6, 18, 39, 50, 64, 66, 81-92 *passim*, 117, 245, 247
    Pathways programs, list of, 82
    and RNT goals/methodology, 247-248
    See also Pathways to Teaching Careers programs
Dial, Joseph F., 286
Diaz-Rico, Lynne T., 17, 126, 276
Dick, Opal, 139-140
Diez, Mary, 286
Dillon, Wayne, 105, 280
Diné philosophy, 133, 134, 135, 138-139, 143
directory of key paraeducator-to-teacher programs, by state, 265-286
disability field, careers in (NYC), 188-189
disadvantaged students, programs for, 196
District of Columbia programs, 23, 273
district-level recommendations, RNT, 263
Dominguez Hills (CSU/DH), 160, 171, 172
Dowski, Henry S., 280
Drexel University Pathways program, 32, 41, 50, 55
Drigot, Julie, 233
dropout rate
    of paraeducators, 5, 155, 199, 210, 239
Dumais, Mary Dean, 278
Duncan, Minard, 221
Dyer, Patricia, 106

E

early childhood education. *See* Head Start
East Carolina State University, 197, 205-206
Eastern Connecticut State University, 175, 185
Ebenstein, William, 187, 188, 189, 190
Educational Assistant Degreee Completion Program, Alverno College, 52, 60, 225-236, 248
Educational Assistants Career Advancement Program (EA-CAP), 112-114
Educational Foundation of America, 156
Educational Personnel Program, Richland College, 40
Educational Service Centers (ESCs), 107, 108
Education Professions Development Act (EPDA), 13, 117
Edwards, Ruth Yopp, 219, 267
EFA Scholars, 156
Eilbracht, Ann, 277
Elementary and Secondary Education Act. *See* Title I
Elgin Community College program, 95
Elias Howe Elementary School (CT), 179
Elizabeth City State University, 197, 207-208
Erickson, Joseph, 277
Estrada, Eva C., 223
ethnicity, 3, 4, 34-35, 38, 100, 118, 134, 226, 239, 240
ETS (Educational Testing Service), 86
evaluation, participant, 3, 52, 59-61
evaluation, program, 69-74
    MEC, 196
    Navajo Nation consortium, 152-154
    NCMTEC, 208-209
    NEIU program, 216
    TNT, 239, 245-246
    TTP, 223-224
    See also RNT survey, 254-255
Evans, Alvin, 237, 239, 281
Exley, Alma, 24, 25, 177
experience-based course work, importance of, 53

F

federal sponsorship, 13, 14, 64-66, 81-91, 92-97, 172, 196, 211, 213
    RNT recommendations, 261-262
Fidell, Florence, 196, 279
financial aid
    in Arizona, for minorities, 155
    FIE grants, 261
    FIPSE grants, 261
    Ford Minority Teacher Program, 156
    for LTP students, 161
    need for counselors specializing in, 264
    See also Scholarship programs

- Fleck, Dorothy M., 267
- Fleming, Janice, 208
- Florida programs, 23, 273-274
- Fontana Unified School District program, 17
- Ford Foundation, 14, 19, 50, 66, 82, 85-87, 89, 117
  - grantees, list of, 82
  - and Latino Teacher Project, 157, 159, 172, 173
  - Minority Teacher Program, 156, 206, 240
  - and Navajo Nation program, 45-46, 133, 135, 136, 137, 152, 156
- forgiveness, of loans, 262
- Fort Lewis College, 44, 62, 133, 136, 137, 140-145, 153, 154, 155
- Foshay Learning Center, 157, 167
- foundations, 29, 64, 66, 81-91
  - list of, 82
  - RNT survey findings on, 81-91
  - *See also* DeWitt Wallace-Reader's Digest Fund, Ford Foundation
- Fowler, Timothy, 194
- Franco, Gloria, 229-230
- Franklin, Kevin D., 269
- French, Nancy, 271, 272
- Fuentevilla, Arminda R., 266
- Fuhrman, Jay, 274
- full inclusion school, 196, 212
- funding, 28-29, 50, 64-66
  - by foundations, 81-91
  - by OBEMLA, 94-95
  - by OSEP/OSERS, 93, 213
  - RNT recommendations on, 261-263
  - by state sources, 98-110, 112, 136, 255
  - by unions/associations, 111-113
  - U.S. Department of Education grants, 92
  - *See also* federal funding, foundations, state sponsorship
- Future Teachers program parnerships, 224

G

- Galvan, Evangelina G., 108
- Gamble, Linda, 276
- Garreton, Maria Terese, 275
- Gartner, Alan, 11
- Garza, Ana, 220
- Gates, Clifford, 271
- Gateway School District, Alaska, 28, 34
- Gawron, Mary, 106, 283
- GED, as minimum requirement, 186, 238, 250
- gender of program participants, 34
- Genzuk, Michael, 159, 160, 163, 168, 172, 173, 266
- George, Tom, 283
- George Gund Foundation, 86
- Georgia programs, 23, 43, 58, 88, 274
- Gibson, Vicki, 284
- Glogower, Helean, 193, 194, 195
- Goals 2000 programs, 96
- Gomez, David, 164-165
- Gomez, Deberie L., 267
- Gonzalez, Berta, 267
- Gordon, June A., 38
- Gorman, Brian J., 112
- Gorman, Roxanne, 137, 265
- GPA, as minimum requirement, 32, 37, 99, 104, 160, 197, 217, 220, 237, 240
- Graf, Marilyn, 214-215
- Graitcer, Leslic, 88
- Grand Prairie (TX) bilingual plan, 53
- grants. *See* funding, Title listings
- Granville County (NC) schools, 205
- Griego-Jones, Toni, 226, 228, 236
- Grow Your Own programs, 49. *See also* Appendix G
- Grune, George V., v
- GTE Foundation, 82, 88, 89
- Guevara, Paul, 271
- Gutierrez, Juan, 267
- Guy, Elmer, 25, 155

H

- Haberman, Martin, 56, 228, 236
- Hagen, Joyce C., 267
- Hale, Albert, 155
- Halifax Community College, 197
- Halifax County (NC) schools, 200-201
- Hannah, Lynne, 55, 241, 242
- Hansen, Harlan, 277
- Hanson Park Elementary School, 211-212
- Harcourt General, 84
- Harper, Victoria, 269
- Harris, Louis, 39, 127
- Harrison, Martha, 283
- Harris-Stowe State College (MO), 50
- Hartford TOP, 181-184
- Harvey, Cathleen, 236
- Hastings, Brad, 274
- Hastings, Greg, 25, 206
- Hatch, Fran, 283
- Hatton, Barbara, 85
- Hawaii programs, 109
- Hawk, Parmalee, 29, 205, 206, 207
- Hawthorne, Jean C., 268
- Haynes, Richard M., 41, 281
- Head Start, 13, 135-136, 155
- Heine, Paul, 285
- Hentschke, Guilbert, 18, 37, 39, 127, 160, 283
- Heritage College, Excellence in Education Program, 88
- Herrera, Gilbert, 108, 283
- Hesburgh Faculty Development Award, 232
- high-need areas, 17, 24, 88, 106, 217-218
- Hiller, Joel, 265
- "hohzo"(interrelatedness), 138, 139
- Hong, Rod, 268
- Hoseh, Gayle, 284
- Hott, Marilyn, 273
- Houston, Alice, 286
- Howard, Bessie, C., 276
- Hudson, Mildred J., ii, 50, 84
- Hughes, Abigail L., 176
- Humphries, Janett, 26

I

- Idaho programs, 274
- Ikei, Faye, 109
- Illinois programs, 23, 211-216, 128, 274-275
- incentives and accommodations, 42-43, 177-178, 252
- Indiana programs, 50
- Individual Education Plans (IEPs), 214
- Individuals with Disabilities Education Act (IDEA), 11, 13 196
- initiatives, systemic, 262
- instruction, delivery of, 51-52
- International Reading Association, 9, 127
- Intersegmental Coordinating Council, California, 30, 224
- intersegmental program, defined, 217
- Iowa programs, 23, 275
- Ittleson Foundation, 89

J

Jackson, Carol, 183-184
Jackson, Edison O., 27, 190-191
Jackson, Nathaniel, 50, 84
Jacobsen, Phyllis, 270
Jarchow, Elaine, 278
Jesse Ball duPont Fund, 82
John, Amy, 143-144
Johns, Gloria, 266
Johnson, Barbara L., 207, 208, 280
Johnson, Bonnie, 201
Johnson, Jr., Leo, 144
Johnson, Linda, 105
Johnson-O'Malley Program, 92
Jones, Carolyn, 140
Jones, Johnnie Mae, 239, 281
Joseph P. Kennedy, Jr. Foundation, 196

K

Kaplan, George R., 11, 13, 14, 15, 19, 34, 97
Kean College (NJ), 50
Kennedy Fellows Program, 188-189, 196
Kennedy, Jr., John F., 188
Kentucky Department of Education, 128
Kentucky programs, 12, 23, 275
Keyes, Carol R., 280
Kido, Janice K., 285
Klein, Nancy, 240, 243, 281
Knight Foundation, John S. and James L., 88, 89
Knight, Gary D., 62, 155, 272
Kozol, Jonathan, 228

L

Lane, Catherine, 202, 203-204
language
  and culture, course work in, 53-54, 134, 135, 137, 139, 153, 155
  as discrimination factor, 134
  diversity, among Asian students in Los Angeles, 90, 159
  OSERS grants for bilingual programs, 213
Language Minority Teacher Induction Project (LMTIP), 171-172
Lassiter, Nelda, 202, 204
Latino paraeducators, Los Angeles, 158
Latino Teacher Project (LTP), 17, 36-37, 38, 157-174, 248
  goals of, 173
  USC administration of, 160-161
Lavadenz, Magaly, 128, 171, 266
leadership development, 55, 235
learning styles, 52, 53, 54
legislation. *See* P.L., Title listings
Lennox School District (CA), 160, 171
LEP students, 12, 94, 158, 167, 221
Lesley College (MA), 50, 53
Lesmez, Karen, 213, 275
licensure and certification, 16, 49, 53, 99, 110, 141, 155, 177, 212, 226, 250, 262
Little Lake School District, 160, 171
Littleton, Denise M., 285
loan forgiveness programs, 262
loans, low-interest revolving, 261
Lolla, Raymond, 282
Los Angeles County Office of Education, 112, 160
Los Angeles (CSU/LA), 168-170, 172
Los Angeles Unified School District (LAUSD), 56, 111, 112, 158, 160, 161, 174
Lott, Cynthia, 277
lottery funding, 171, 224
Louisiana programs, 23, 276
Lousiana Training and Recruitment Project, 109
Love, A. Richardson, 88
Love, Fannye E., 283
Loyola Marymount Unversity, 160, 171, 172
Lozoya-Mota, Norma, 36, 160

M

Maertens, Norbert, 265
Maine programs, 276
male-female ratios, in programs, 100, 133, 175, 197, 199, 211, 217, 225, 237
  of RNT survey participants, 249
Malfavon, Irma, 222-223
Malloy, Joe, 271
Manning, Diane, 276
Marino, Sheila B., 282
Maryland programs, 17, 23, 276
Massachusetts programs, 23, 276-277
Maxey, Harry, 271
McGinnity, Tom, 233
McGowan, John, 171, 268
McKenna, Amelia, 159
McKissack, Carol, 281
Medgar Evers College (MEC) program, 27, 58-59, 186, 189-196
Mehaffy, George, 269
Mendez, Elisa, 46, 165
mentoring, 13, 50, 52, 63, 107, 161-162, 189, 196, 213, 214-216, 227, 246, 264
Mentor Training Academy, 108
Metropolitan Multicultural Teacher Education Program, Milwaukee, 46
Mexican-American Alumni Association, USC, 161, 172
Michigan programs, 277
Miles, Jean Ann, 222
Milk, Robert D., 283
Mills, Karen L., 266
Milwaukee Area Technical College/CUTEP, 228-229
Milwaukee Pathways to Teaching Careers program, 46, 225-236
Minnesota programs, 16-17, 23, 28, 43, 45, 277
minority paraeducators, data on, 34, 35, 249, 265-286
  See also specific programs
Minority Personnel Preparation Project for Bilingual Special Educators, 41, 211-216
Minority Recruitment Program (NCWU), 62, 85-87, 206-207
Minority Teacher Education Initiative/Ford, 50, 82
Miramonte Elementary School, 164-167
Mississippi programs, 23, 43, 278
Missouri programs, 23, 278
Mitchell College, 175, 185
MLK Elementary School (CT), 183
Model Clinical Teaching Program (ECU), 210
model programs
  characteristics of, 49-57, 133, 137, 157, 175, 186, 197, 211, 217, 225, 237
Montebello School District, 171
Monterroso, Jorge, 41, 215-216
Moran, Basilio, 269
Morrison, Gwen, 283
Multiple Subject Credential Program, 217
Muniz, Zeneida, 179
Murphy, Jean P., 105, 201, 203, 208, 209, 280

N

Nash-Wright, Polly, 275
National Advisory Board, iv, 247
National Center for Education Statistics (NCES), 9, 31, 128
National Data Resource Center (NCES), 9
National Education Association (NEA), 9, 11, 30, 128
National Resource Center for Paraprofesionals in Education and Related Professions, 9, 12, 110, 188
National Teacher Act of 1989 (Title IV), 15
Native American programs, 137. *See also* Navajo Nation
Navajo Community College (NCC), 133, 134, 135, 136, 137-140, 153, 155
Navajo language, future of, 155
Navajo Nation/Ford Teacher Education Program, 133-156
  consortium membership requirements, 137
  funding, 152
  Head Start pilot, 155
  impact of, 154
  philosophy and goals, 133, 135, 147, 149, 153
  student eligibility requirements, 136-137
Navajo Nation Office of Teacher Education, 135, 137, 154, 155
NCES. *See* National Center for Education Statistics
NCMTEC program. *See* North Carolina Model Teacher Education Consortium
NEA. *See* National Education Association
NEIU programs. *See* Northeastern Illinois Unversity programs
Nells, Freda, 144
Nemoir, Raymond, 286
Nevada programs, 23, 278
New Careers for Teachers, 13, 15, 16
New Jersey programs, 23, 278-279
New Mexico programs, 23, 112-114, 155, 279
New York City
  Board of Education, 59, 105, 186, 187, 191, 192
  Public Schools, 187
New York programs, 13, 18, 23, 30-31, 56, 59, 110, 248, 279-280
  Career Training Program (CTP), 34, 35-36, 39, 186-196
New York State Consortium for the Study of Disabilities, 188, 196
New York State Developmental Disabilities Planning Council, 196
New York State Education Department (NYSED), 187
New York State Office of Mental Retardation and Developmental Disabilities (OMRDD), 196
Nez, Zonnie Marie, 150
Nidiffer, Jana, 128
nontraditional programs, 40-48, 49, 51, 57, 196, 257-258, 260, 262-264
North Carolina Association of Educators (NCAE), 128, 204
North Carolina Central University, 197
North Carolina Department of Public Instruction, 105, 198
North Carolina Model Teacher Education Consortium (NCMTEC), 25, 59, 87, 103-105, 197-210
North Carolina programs, 23, 41, 43, 45, 197-210, 248, 280-281
North Carolina Wesleyan College, 55, 197, 200, 206-207
North Dakota programs, 281
Northeastern Illinois University (NEIU) programs, 41, 54, 211-216, 248
Northern Arizona University, 133, 136, 148-151, 153, 155
Norwich University, 43, 56
Nova Southeastern University program, 36
Noy, Somphone, 33
NTE/PRAXIS exams, 47, 197, 210
  workshops, 200

O

OBEMLA, 92, 94, 261
O'Dell, Alan, 278
Office of Special Education and Rehabilitative Services (OSERS), 92-94, 196, 211, 213, 261
Ohio programs, 23, 33, 248, 281
Olshefski, Tish, 97
Orlikow, Lionel, 271
Orozco, Sylvia, 223
OSEP/OSERS grants, 261
outcomes, program, 35-36

P

Pace University, 54
Pacino, Maria, 269
Palmer, Doug, 284
Paraeducator Mentor Training Program (NYC), 15
paraeducator programs
  cost effectiveness of, 152, 208
  cost of, 64-65, 83, 103-105, 139, 152, 239
  curriculum, 53-55, 135, 138
  degrees earned, 49
  directory of, 265-286
  enrichment activities, 55-56, 162, 163
  history of, 28
  impact of, 3-6, 117-121
  impetus for, 24-27
  needs ranked, 256
  information sources for, 254
  participants, 3-6, 32-35
  pedagogy of, overview, 51-52
  recruitment, evaluation, and follow-up, 58-63
  size of, 34-35
  sponsorship and management of, 28-29, 64-65
  strategies for overcoming barriers, 257-258
  structure and instructional strategies of, 49-52
  workshop topics for staff, 259-260
  year established, 28
  See also specific programs
paraeducators
  barriers facing, 25, 40-48, 239, 257
  importance of, 3, 4-6, 25
  and layoffs, 245
  literature on, 17-18, 125-130 *passim*
  public perception of, 11
  preferential treatment of, 15, 62
  roles, 9-13
  terminology for, 9, 17, 218
Paraprofessional Academy and Resource Center, CUNY, 188
parochial/mission schools, 134
Parrish, Sammie C., 237
Pascua Yaqui people, 89
Pathways Scholars, 227, 228-229, 241, 242-245. *See also* specific programs, DeWitt Wallace-Reader's Digest Fund

Pathways to Teaching Careers programs, 41, 43, 56, 97, 248
  Alverno College/UWM, 225-236
  Bank Street College and, 246
  Cleveland State University, 237-246
  Drexel University, 32
  goals of, 83
  scope of, 50, 84
  See also Appendix G
Paul Douglas Scholarships, RNT recommendations on, 262
Peace Corps, 83
Pearl, Arthur, 15, 16, 34
peer support, 264
Pena, Arturo, 284
Pennsylvania programs, 23, 33, 53, 282
Pepe, Thomas J., 179, 273
performance assessment, 3, 52
Perry, Carol, 145-146
Perry-Sheldon, Barbara, 43, 201, 207, 208
Pesqueira, Virginia, 266
Petrossian, Alice, 270
Pettiegrew, Velma, 243
Pfizer Inc. Corporate Giving Program, 82
philanthropy, vital role of, 81-91, 111-113
Philip Morris Companies Inc., 82, 84
Philpot, Janice, 276
Phoenix, Charlotte Y., 279, 280
Pickett, Anna Lou, 9-10, 12, 13, 17, 19, 110, 188
Pigge, Fred L., 39
P.L. 100-297 (hiring of bilingual aides), 13
P.L. 94-142 (IDEA), 13
policy, state education departments, RNT recommendations for, 262, 263
Polk County (FL) program, 54, 62-63
Pompey, Peter, 194
portfolio assessment, 3, 52
postsecondary education, RNT recommendations for, 261-264
PPST, 240
practicum, importance of, 53
PRAXIS test. *See* NTE/PRAXIS tests
preference (for hiring), 15, 62
Preparing Bilingual Teacher Aides as Special Educators project (NEIU), 213, 216
Prescott College, 43, 45, 133, 134, 136, 145-148, 154
Price, Steve, 270
Professional Career Opportunity Program (NY), 110
Project CEE, Prescott College, 89
Pugach, Marlene, 236

R

Rancho Santiago Community College, 41, 218, 220
recommendations for program improvement, 72-73
  MEC program, 196
  project directors, 257-258
  by RNT, 261-264
  See also evaluation
Recruiting New Teachers (RNT)
  outreach, iii
  publications, 3, 6
  See also RNT study
recruitment, 58-63, 186
  of minorities, state initiatives, 110
reflection on practice, 3, 52
Regan, Helen B., 272
Regents College (NY), Growing Your Own program, 62
Regional Paraprofessional to Professional Program (UNC), 43
Reisman, Fredricka, 282
Ressler, Koreen, 281
Rich, Bill, 270
Richburg, Robert, 39
Richland College program (EPP), 40
RISE program, 109
Rivera, Miriam, 214, 215
Rizzo, Jesse, 271
RNT study
  background of and goals, 3-6
  criteria for site selection, 248
  data summary, item-by-item, 249-256
  findings, 40-48, 49-77 *passim*
  funders, 81-82
  methodology, 247-248
  participants, 32-39. *See also* Appendix G
  targeted sites, 248
Roanoke-Chowan Community College, 197
Rockefeller Brothers Fund, 82, 84, 87, 88, 156
Rodriguez, Carlos G., 284
Rodriguez, Clifford, 271
Rosenberg, Michael S., 276
Roy, Sneh, 279
Royster, Otelia, 202
Rural Special Education Project, 156
Rural Systemic Initiatives, and RNT recommendations, 262
Ryan, Cindy, 95

S

Sacred Heart University, 175, 179, 181, 185
Saginaw Valley State University, 95
Saint Joseph College, 175, 184, 185
Sallee, Connie, 32, 281
Sanchez, Frances, 113
San Diego State University, 94, 269
Sandy, Mary V., 102
San Francisco Unified School District, 43
SAT scores, 37
Savage, Zachelle, 202, 203
Savayong, James, 227, 236
Scheetz, L. Patrick, 31
scholarship programs, 42, 104, 113, 227, 235, 240, 252
  Navajo Nation/Ford, 133, 136, 152
  Title V, 156
school districts, as consortium partners, 220-221
Schuhmann, Ana Maria, 278
Schuncke, George, 281
Scovronick, Marlene, 58, 59, 191, 192, 193
self-esteem, 13, 41, 260
self-paced course work, 52
Service Employees International Union (SEIU), 30, 36, 47
  LAUSD survey, 172-173
  Local 99, 25-26, 160, 170, 174
  as teacher sponsor, 111-112
Shanley, Deborah, 58, 59, 191-193
Sharma, Mahesh, 277
Sharpe, Lois, 179, 180
Sills, Tom, 282
Simmons, Ella Smith, 275
Simpson, Grant W., 108, 284
Sindelar, Paul, 273
Slick, Gloria A., 278
Slowik, Hallie Yopp, 219, 267
Smatlan, JoAnne, 285
Smiling, Sandra, 195
Smith, Brenda L., 274
Smith, Jerilynn, 126, 269
Smotherman, Carla, 268

Somphone, Noy, 235
Sosa, Salvador, 284
South Carolina programs, 23, 282
South Dakota programs, 282
Southern Connecticut State University, 175, 185
Southern Education Foundation, 84, 87
Southwest Teacher Network, 172
Southwest Texas State University, 95, 108
special education
  as course work, 53
  federal funding of, 92, 93
  programs, 188-189, 190, 196, 211, 213
special needs-bilingual programs, at NEIU, 211, 212-214
sponsorship. *See* federal, foundation, state sponsorship
staffing
  of programs, 253
  workshop topics, 259-260
Stall, Pat, 279
state funding. *See* funding, state sponsorship
state sponsorship, 98-110, 175, 176, 185, 197. *See also* funding
Stedman, Lynne, 269
Stephens, Dennis, 284
Stewart, Allen, 265
stipends, 103, 187, 189, 199, 200, 213
Stocker Foundation, 89
Stone, Ron, 273
Strickland, Norma J., 278
Stuart Foundations, 39
Student Teaching Option for Teaching Assistants, University of Southern Mississippi, 43
Studivant, Rose M., 285
Stuska, Sue, 272
Sullivan, Vanessa, 187
SUMMIT project, 94
SUNY, 106
support, incentives as, 178
support services, 44-47, 61-63, 107, 161-163, 200, 213, 219, 236, 253
Sykes, Maurice R., 273

T

Talawyma, Judy, 149-150
TASL program, 104-105
Taylor, Barbara, 277
Taylor, Margot, 270
Taylor, Steve, 46, 179, 180-181
Taylor, Trudi, 277
Teacher Assistant Scholarship Program (TASP) awards, 210
Teacher Assistants-Certified Teachers program (TACT), 41-42
Teacher Corps, and RNT recommendations, 262
Teacher Diversity Program (CSU), 217
Teacher Education Program, Navajo Nation, 54
Teachers for Tomorrow (SFUSD), 43
teacher shortages, 17, 18, 31, 106, 133-135, 212. *See also* high-need areas
Teacher Track Project (TTP-CSUF), 217-224
  design and goals, 30
teacher training programs
  admission criteria, 133, 137, 157, 175, 186, 197, 211, 225, 237
  budgets of, 133, 136, 137, 157, 175, 186, 197, 211, 225, 237
  cost effectiveness of, 152-153
  dropout, reasons for, 152
  eligibility changes anticipated in, 154
  participant characteristics, 133, 136-137
  profiled, 133, 137, 157, 175. *See also* Appendix G
  RNT recommendations for, 261-264
Teaching assistants, LAUSD classifications, 174
Teaching Opportunities for Paraprofessionals program (TOP), 33, 175-185, 248
TEAMS Project (Navajo Nation), 155
technology, in para programs, 51, 52
telecourse pilot project (NY), 105-106
Tennessee programs, 23, 283
Terrell, James E., 280
TESOL (Teachers of English to Speakers of Other Languages), 94
test workshops, 47, 99, 228, 241
Texas Education Agency, 106
Texas programs, 23, 40, 53, 54, 283-284
Thao, Kongsone, 229
Thompson, Ernest, 205
Title I (Chapter 1), 12, 13, 92, 96, 97, 261
Title II (P.L. 103-382), 92, 261
Title IV, S. 1676 (1989), 15
Title V, 135, 136, 155
  Scholarship Program, 156
Title VII (IASA, P.L. 103-382), 94, 171
TLC program (Teaching Leadership Consortium), 240
Tohono O'odham Nation, 89
Tom, Raymond, 271
Tomas Rivera Center, 29, 161
Tomorrow's New Teachers (TNT) program, 46-47, 239-242
  program evaluation, 245-246
TOP program, 24-25, 33, 56, 175-185, 248
  dropout from, 100
  funding of, 64
  selection criteria, 99
tracking, of paraeducators, 58-63
TTP program (CSUF), 41, 55-56, 217-224, 248, 267
  data, 217, 218
  program evaluation, 223-224
  cf. other aide-to-teacher programs, 218
TTRRA academies, 107-108
tuition vouchers, 186, 187
two-plus-two programs, 156

U

Union Carbide, 82, 185
unions, 30, 111-113, 188, 226
  and LTP consortia, 160, 161
  SEIU, 30, 36, 47, 99, 170, 172-173, 174
  and teacher development, 236, 237, 239, 241, 242, 263
  See also AFT, NEA, SEIU, UFT
United Federation of Teachers (UFT), 106, 186, 191, 196
United Negro College Fund, 91
University of Arizona, 94, 266
University of Louisville, 50
University of Maryland/College Park, 17
University of New Mexico, 54, 113, 133, 136, 151-152, 153
University of Northern Colorado, 133, 136, 152
University of Southern California (USC), 36-37, 95, 248. *See also* Latino Teacher Project
University of Southern Mississippi program, 43
University of Texas/San Antonio, 94

University of Wisconsin/Milwaukee, 50
  Pathways program partnership, 225-236
Urban Institute, 83, 86
urban needs, addressing, 24, 54
Urban Systemic Initiatives, and RNT recommendations, 262
U.S. Department of Education, 39, 92, 93, 172, 211
  grants, scope of, 64-65, 92-97
U.S. Department of Energy, 29, 224
U.S. Department of Labor, 29
U.S. West Foundation, 155

V

Valli, Linda, 276
Valverde, Leonard, 45
Van Beek, Vicky, 285
Vance-Granville Community College, 197
Vann, Elaina, 145
Vasquez, Socorro, 46, 157
Vermont College/Norwich University, Adult Degree Program, 43
Vermont programs, 23, 28, 43, 56, 284
Vickers, Leila L., 281
Virginia programs, 23, 285
Vold, Edwina Battle, 282
Von Hoff, Gladys Hernandez, 277

W

waivers, 151, 252
Wallace, Margaret, 194
Ward, Bette, 285
Ware, W. L., 278
Washington programs, 11, 23, 55, 285-286
Wayne State University, 50
Webb, Sheila Anne, 269
Weekes, Y. Nona, 50, 85, 236, 246
Weingart Foundation, 88
Weiser, Sandra, 272
Western Carolina University, TACT program, 41
Western Connecticut State University, 175, 185
White, Richard, 43, 130, 281
Whitfield, Pat, 285
Whitmore, Armetta G., 278
Williams, Bobby, 204, 205
Willis, Bernice, 272
Wilson, Beryl, 280
Wilson, Debra, 274
Wilson, Woody, 265
Wisconsin programs, 23, 29, 248, 286
Woods, Shirley, 278
Wooley-Brown, C., 273
workshop topics for program staff, 259-260
work-study dollars, 262
Wray, Jerald, 155
Wright, Brenda, 12, 45

Y

Yakima people, 189
Yazzie, Beulah, 149
Young, Betty Bigby, 274

Z

Zadow, Roberta, 27, 268
Zah, Peterson, 25, 134-135
Zimmerman, Norma, 281
Z. Smith Reynolds Foundation, 103, 200, 210
Zuni Pueblo, 137

Breaking the Class Ceiling: Paraeducator Pathways to Teaching

Ordering Information

Additional copies of *Breaking the Class Ceiling: Paraeducator Pathways to Teaching* are available (while supplies last) from Recruiting New Teachers, Inc.

Call (617) 489-6000 for price of single or multiple copies, or fax (617) 489-6005 for pricing information.

To order, send request indicating name, address, daytime telephone number, number of copies, and check or purchase order for the total due *(payable to Recruiting New Teachers, Inc.)* to:

Recruiting New Teachers, Inc.
385 Concord Avenue
Belmont, MA 02178
(617) 489-6000